

ST.CHARLES COLLEGE OF EDUCATION

Accredited at 'B' Level (CGPA: 2.53) by NAAC
Thirunagar, Madurai - 625006.



SELF APPRAISAL REPORT (Cycle II) 2016-17

**Submitted to
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

From the Principal's Desk

*“Dear Coat of Arms with joy supreme
I gaze upon each radiant beam
That darting forth recalls to me
Our high ideal: True quality.”*



‘FAITH, TOIL, PROGRESS’ is the motto engraved around the heraldic bearing of our institution’s logo which is an eternal reminder to us that progress is the all time goal.

‘Progress’ has many synonyms: growth, advancement, development, ... , whatever it is, every word indicates that it is ‘something better than before.’

Inspired by the motto and empowered by the impetus given by the first cycle of NAAC peer team visit, we aspired for still higher heights in every aspect of the institution in the last five years. We motivated everyone concerned, with the spirit of believing in the inborn power for attaining progress by toiling undauntedly and systematically. As an interim check on the effect of the effort made for five long years we have gone through this self evaluation, again in collaboration with everyone involved in the process of running this B.Ed., programme.

The tenth year of the founding of the institution indeed is an apt occasion to make a self appraisal and processing it in all authentic effort we are able to view distinctly – the rungs we have climbed up to evolve that ‘better than before’ and the rungs that fly high trailing into an endless height lifting our gaze farther and higher.

Measuring it through the analysis of the different aspects during this preparation for NAAC peer team visit for the second cycle of reaccreditation we assess that the proportion of growth in terms of time is appreciable indeed. While recording the points of the report under every chapter we were always left with a sense of not having recorded everything but forced to move ahead because it would bring the report to pages beyond limit.

‘Someone who has found a pearl of price searches for means to buy it at all cost’, and that is our story. Progress till we reach excellence is the pearl of price we aspire to achieve. The journey thus far made is satisfying because the direction and the distance reached distinctly

clarify that we have marched braving all hurdles. The events of the past ten years which stand as mile stones are a proof of it.

The clarity and focus gained through every year's progress have strengthened the determination not to devolve or swoon before the challenges and not be despised by plans that are sustained only as dreams yet to be realized. The courage to walk through humbling moments is attributed to our moral strength which is the distinguishing trait and that which enhances the quality of progress.

Our focus is to make progress in enlightening and empowering women –the treasures hidden in the rural parts of India. It is fully satisfying that the institution has marked all along these ten years its mission fulfilled through every woman who entered its portals. It has prepared women teachers who are empowered with knowledge, skills and values of love, compassion, integrity and service, women who are competent, committed and creative to form a society where justice and equality are established.

Making a holistic appraisal of self was an arduous but a task fulfilling and worth its outcome, which is, enhancement of knowledge and enriching experiences of organizing the committees, allotting the work, collecting and consolidating the data, compiling the responses and making a wholesome report. While the assessing procedure itself was a great learning we need to mention here that a greater learning has taken place to organize periodic assessment, innovate quality related activities, undertake research studies, collaborate with persons of greater learning and foster global competency.

The way of the institution's progress in quality has been made certain with all evidences and the work submitted here is another milestone marked in the annals.

Dr.Sr.Amali Anbarasi,

Principal

TABLE OF CONTENTS

| S.No | Title | Page No. |
|-------|--|----------|
| | Principal's Desk | |
| | PART I - INSTITUTIONAL DATA | 01-21 |
| 1.1 | A. Profile of the Institution | 01 |
| 1.2 | B. Criterion-wise Inputs | 04 |
| | PART II – EVALUATIVE REPORT | 22-221 |
| 2.1 | 1. Executive Summary | 22 |
| 2.2 | 2. Criterion-wise Analysis | |
| 2.2.1 | Criterion I : Curricular Aspects | 24 |
| 2.2.2 | Criterion II : Teaching – Learning and Evaluation | 50 |
| 2.2.3 | Criterion III : Research, Consultancy and Extension | 96 |
| 2.2.4 | Criterion IV : Infrastructure and Learning Resources | 129 |
| 2.2.5 | Criterion V : Student Support and Progression | 143 |
| 2.2.6 | Criterion VI : Governance and Leadership | 178 |
| 2.2.7 | Criterion VII : Innovative Practice | 214 |
| | 3. Mapping of Academic Activities | |
| | 4. Declaration by Head of the Institution | |
| | Post Accreditation Initiatives | |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | |
|--|---|--|
| | Part III APPENDICES | |
| | Appendix I : Sample Questionnaires for feedback from Students | |
| | Appendix II : Sample Formats for Teacher Appraisal reports | |
| | Appendix III : Value Framework for Assessment of Higher Education Institution and Suggested Parameters | |
| | <p>Appendix IV : Annexures</p> <ol style="list-style-type: none"> I. A brief note on Teacher Education Scenario in Tamil Nadu. II. Institutional Academic Calendar and Time Table III. A Copy of the Syllabus IV. Master Plan of the Institution. V. Sample of Feedback on Curriculum and Faculty VI. Audited Income – Expenditure Statement VII. A copy of the latest Recognition Order issued by NCTE. VIII. University Results for Previous Academic Year. IX. Sample of feedback on Practice Teaching. X. Certificate of Compliance | |
| | Appendix V : Best Practices of the Institution | |
| | Appendix VI :Letter of Intent sent to the NAAC | |

Part I - 1.1

A. PROFILE OF THE INSTITUTION

A) PROFILE OF THE INSTITUTION

1. Name and address of the institution:

Name of the College : St. Charles College of Education
 Village : Thanakkankulam,
 Town : Thirunagar,
 City : Madurai
 State : Tamil Nadu.
 Pincode : 625 006

2. Website URL : www.stcharlesbedcollege.org

3. For communication:

Office

| Name | Tel. No with STD Code | Fax No | E- mail address |
|--|----------------------------|--------------|----------------------|
| Principal : Dr. Sr. Amali Anbarasi .A | 0452-2484500 9865910951 | 914522484500 | amalianbu@yahoo.in |
| Vice - Principal : Sr. A. Mary Catherine | 9500607433 | 914522484500 | cathyanthu@yahoo.com |
| Self-Appraisal Coordinator Sr. M. Jenita Mary | 0452-2484500 9791419192 | 914522484500 | scbjeni@gmail.com |

Residence

| Name | STD Code & Tel. No. | Mobile Number |
|--|---------------------|---------------|
| Dr. Sr. A. Amali Anbarasi, Principal, St. Charles Convent, Thiruvalluvar Nagar, Thanakkankulam, Madurai-625 006. | 0452-2482326 | 9865910951 |
| Self - Appraisal Co-ordinator, St. Charles Convent, Thiruvalluvar Nagar, Thanakkankulam, Madurai-625 006. | 0452-2484500 | 9791419192 |

4. Location of the Institution:

Urban
 Semi urban
 Rural
 Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

| Date | Month | Year |
|------|-------|------|
| 12 | Feb | 2007 |

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 | |
| 2(f) | MM | YYYY |
| | | |
| | Month & Year | |
| 12 B | MM | YYYY |
| | | |

10. Type of institution

| | | |
|---------------|---|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grantinaid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input checked="" type="checkbox"/> |
| | iii. Co-education | <input type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. RIE | <input type="checkbox"/> |
| | iii. IASE | <input type="checkbox"/> |
| | iv. Autonomous College | <input type="checkbox"/> |
| | v. Affiliated College | <input checked="" type="checkbox"/> |
| | vi. Constituent College | <input type="checkbox"/> |
| | vii. Dept. of Edu. of Composite College | <input type="checkbox"/> |
| | viii. CTE | <input type="checkbox"/> |
| | ix. Any other (specify and indicate) | <input type="checkbox"/> |

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

| | | | | |
|---|-----|-------------------------------------|----|-------------------------------------|
| | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| If yes, has the institution applied for autonomy? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

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

| Sl No | Level | Programme/ Course | Entry Qualification | Nature of Award | Duration | Medium of instruction |
|-------|---------------------------------|----------------------|------------------------|--------------------|----------|--------------------------|
| iii. | Secondary/ Sr. Secondary. | B.Ed. | U.G. or P.G | Degree | 2 year | English |

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

| Level | Programme | Order No. & Date | Valid up to | Sanctioned Intake |
|---------------------------------|-----------|---|----------------|----------------------|
| Secondary / Senior Secondary | B.Ed. | F.SRO/NCTE/B.Ed./ 2006- 2007/9696 dated 23.12.2006 & F.SRO/NCTE/APS05073/B.Ed/T N/2014-15/63728 dated 30.04.2015 | | 100 |

Part 1 - 1.2

B. CRITERION-WISE INPUTS

B. CRITERION WISE INPUTS

1. Does the Institution have a stated

Vision

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Mission

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Values

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Objectives

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

If yes,

a) How many programmes?

| |
|---|
| 1 |
|---|

b) Fee charged per programme

| |
|--------------|
| Rs. 37,500/- |
|--------------|

3. Are there programmes with semester system

| |
|----|
| No |
|----|

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

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

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

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

D.Ed.

| |
|--|
| |
|--|

B.Ed.

| |
|---|
| ✓ |
|---|

NUMBER OF METHODS

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

**NUMBER OF ELECTIVE
OPTIONS**

1. Yoga, Health and Physical Education
2. Environmental Education
3. Values and Peace Education

M.Ed. (Full Time)

| |
|--|
| |
|--|

M.Ed. (Part Time)

| |
|--|
| |
|--|

Any other (specify and indicate)

| |
|--|
| |
|--|

6. Are there Programmes offered in modular form

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

| | |
|-----|---|
| Num | 2 |
|-----|---|

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

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

| | |
|-----|---|
| Num | 1 |
|-----|---|

8. Are there Programmes with faculty exchange/visiting faculty

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

| | |
|-----|----|
| Num | 10 |
|-----|----|

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

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

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

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

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

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

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

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

| |
|------------------|
| 3 Academic years |
|------------------|

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"/> |
|-----|--------------------------|----|-------------------------------------|

| | |
|--------|--|
| Number | |
|--------|--|

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"/> |
|-----|-------------------------------------|----|--------------------------|

| | |
|--------|---|
| Number | 1 |
|--------|---|

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

| | | | |
|---|-------------------------------------|---|--------------------------|
| Y | <input checked="" type="checkbox"/> | N | <input type="checkbox"/> |
|---|-------------------------------------|---|--------------------------|

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

| | | | |
|---|-------------------------------------|---|--------------------------|
| Y | <input checked="" type="checkbox"/> | N | <input type="checkbox"/> |
|---|-------------------------------------|---|--------------------------|

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)

| |
|---|
| |
| |
| ✓ |
| |
| |

Interview to have a rapport

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

- 1. Date of start of the academic year 06.08.2015
- 2. Date of last admission 30.09.2015
- 3. Date of closing of the academic year 18.05.2016
- 4. Total teaching days 180
- 5. Total working days 210

3. Total number of students admitted

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

4. Are there any overseas students?

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

If yes, how many?

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

a) Unit cost excluding salary component

Rs. 13,180/-

b) Unit cost including salary component

Rs. 40,311/-

*(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 (%) |
| B.Ed. | 84.83% | 45.04% | | |

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

| Programmes | Theory | Practice Teaching | Practicum |
|------------|--------|-------------------|-----------|
| B.Ed. | 51% | 19% | 30% |

10. Pre- practice teaching at the institution

- a) Number of prepractice teaching days

| | |
|---|---|
| 2 | 8 |
|---|---|

- b) Minimum number of prepractice teaching Lessons given by each student

| | |
|---|---|
| 1 | 0 |
|---|---|

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

| | |
|---|---|
| 1 | 7 |
|---|---|

- b) Total number of practice teaching days

| | |
|---|---|
| 4 | 0 |
|---|---|

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

| | |
|---|---|
| 4 | 0 |
|---|---|

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

| | |
|--------------------------------------|----|
| No. of Lessons In simulation | 10 |
| No. of Lessons Pre-practice teaching | 20 |

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. | 30% | 70% |

16. Examinations

a) Number of sessional tests held for each paper

| | |
|---|---|
| 0 | 6 |
| 0 | 3 |

b) Number of assignments for each paper

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 (specify and indicate) | Resource person(lecturer) | |

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

| | | | |
|--------|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Number | 2 | | |

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

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

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

Compulsory Optional

Criterion III : RESEARCH, DEVELOPMENT AND EXTENSION

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

| | | | |
|--------|---|---|------|
| Number | 2 | % | 22.2 |
|--------|---|---|------|

Five have registered for Ph.D

2. Does the Institution have ongoing research projects? Yes No

If yes, provide the following details on the ongoing research projects

| Funding agency | Amount (Rs) | Duration (years) | Collaboration, if any |
|----------------|-------------|------------------|-----------------------|
| | | | |

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

| |
|---|
| 5 |
|---|

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 Paid Leave

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. Registered for Ph.D. c. 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 | ✓ | | 3 |
| National journals – referred papers | ✓ | | 2 |
| Non referred papers | | | |
| Academic articles in reputed magazines/news papers | | ✓ | |
| Books | | | |
| Any other (specify and indicate) | ✓ | | 8 |

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

| | | | | |
|-----|---|----|--------|---|
| Yes | ✓ | No | Number | 2 |
|-----|---|----|--------|---|

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

| | Faculty | Students |
|--------------------------|---------|----------|
| National seminars | 9 | |
| International seminars | 4 | 140 |
| Any other academic forum | 4 | |

11. What types of instructional materials have been developed by the institution?
(Mark `✓' for yes and `X' for No.)

| | |
|--|-------------------------------------|
| Self instructional materials | <input checked="" type="checkbox"/> |
| Print materials | <input checked="" type="checkbox"/> |
| Non-print materials (e.g. Teaching Aids/audiovisual, multimedia, etc.) | <input checked="" type="checkbox"/> |
| Digitalized (Computer aided instructional materials) | <input checked="" type="checkbox"/> |
| Question bank | <input checked="" type="checkbox"/> |
| Any other (specify and indicate) SLM uploaded in SCCE Server | <input checked="" type="checkbox"/> |

12. Does the institution have a designated person for extension activities? Y N
If yes, indicate the nature of the post.

Fulltime Part-time Additional charge

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

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

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

16. Does the institution provide consultancy services? Y N

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 | <input checked="" type="checkbox"/> |
| State level | <input checked="" type="checkbox"/> |
| National level | <input checked="" type="checkbox"/> |
| International level | <input checked="" type="checkbox"/> |

Criterion IV : INFRASTRUCTURE AND LEARNING RESOURCES

1. Built-up Area (in sq. mts.) 2045. 60 sq.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? 37
4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?(2014 -2015) Rs.65,000/-
5. What is the Amount spent on maintenance of computer facilities during the previous academic year? Rs.44,638/-
6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? Rs.2.00.000/-
7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? Rs.2,00,000/-
8. Has the institution developed computer aided learning packages? Yes No
9. Total number of posts sanctioned
- | | | Open | | Reserved | |
|--------------|--|------|---|----------|---|
| | | M | F | M | F |
| Teaching | | 2 | 6 | | |
| Non-teaching | | 3 | 3 | | |
10. Total number of posts vacant
- | | | Open | | Reserved | |
|--------------|--|------|---|----------|---|
| | | M | F | M | F |
| Teaching | | | | | |
| Non-teaching | | | | | |
11. a. Number of regular and permanent teachers (Gender-wise)
- | | | Open | | Reserved | |
|------------|--|------|---|----------|---|
| | | M | F | M | F |
| Lecturers | | 2 | 6 | | |
| Readers | | - | - | - | - |
| Professors | | M | F | M | F |
| | | | | | |

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

| | Open | | Reserved | |
|------------|------|----|----------|---|
| | M | F | M | F |
| Lecturers | | 2 | | |
| Readers | | | | |
| Professors | | 12 | | |

c. Number of teachers from

| | |
|--------------|----|
| Same state | 08 |
| Other states | |

12. Teacher student ratio (program wise)

| Programme | Teacher student ratio |
|-----------|-----------------------|
| B.Ed. | 1:8 |

13. a. Non-teaching staff

| | Open | | Reserved | |
|---|------|---|----------|---|
| | M | F | M | F |
| Permanent | 2 | 3 | | |
| Temporary | 2 | 3 | - | - |
| b. Technical Assistants [Supporting staff] | | | | |
| Permanent | 1 | | | |
| Temporary | | | | |

14. Ratio of Teaching – nonteaching staff

| |
|-------------|
| 8:11 |
|-------------|

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

| |
|--|
| Rs. 20,76,500/ (2014-15) - 18.02% |
|--|

16. Is there an advisory committee for the library?

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

17. Working hours of the Library

| | |
|---------------------|----------------|
| On working days | 9.00 am – 6.00 |
| On holidays | 10.00 am- 4.00 |
| During examinations | 8.00 am – 7.00 |

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

| | |
|-----------------------------|------|
| a. Books | 5215 |
| Textbooks | 2278 |
| Reference books | 2937 |
| b. Magazines | 19 |
| e. Journals subscribed | 7 |
| Indian journals | 2 |
| Foreign journals | 05 |
| f. Peer reviewed journals | 60 |
| g. Back volumes of journals | |
| H.E-information resources | |
| Online journals/e-journals | 200 |
| CDs/ DVDs | 472 |
| Databases | 1 |
| Video Cassettes | 50 |
| Audio Cassettes | 60 |

20. Mention the total carpet area of the Library (in sq. mts.)

131 sq. mts.

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

- Internet
- Online access facility
- Interlibrary borrowing
- Power back up
- User orientation /information literacy
- Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

24. Furnish information on the following

| | |
|--|--------|
| Average number of books issued/returned per day | 26 |
| Maximum number of days, books is permitted to be retained by students | 7 |
| | 14 |
| by faculty | 2 |
| Maximum number of books permitted for issue for students | 5 |
| for faculty | 95 |
| Average number of users who visited/consulted per month | 2812 |
| Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled | 1.74 % |

25. What is the percentage of library budget in relation to total budget of the institution 1.74 %

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

| | I Year 2013 | | II Year 2014 | | III Year 2015 | |
|---------------------------------------|----------------|------------------------|-----------------|------------------------|------------------|------------------------|
| | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) |
| Text books | 28 | 5,340 | 14 | 2,417 | 133 | 6,364 |
| Other books | 1 | 160 | 2 | 317 | - | - |
| Journals/ Periodicals | - | - | 32 | 2298 | 32 | 9,057 |
| Any others specify and indicate | | | | | | |

Criterion V : STUDENT SUPPORT AND PROGRESSION

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

| Programmes | 2012-13 | 2013-14 | 2014-15 |
|------------|---------|---------|---------|
| B.Ed. | NIL | NIL | NIL |

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

5

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

1. Does the institution offer Remedial instruction?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

2. Does the institution offer Bridge courses?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|--|-----------|
| No appeared | 93 | 100 | 100 |
| Pass percentage | 95% | 97% | 95% |
| No of first classes – Theory | 73 | 35 | 68 |
| No of first classes – Practical | 6 | 7 | 5 |
| No of distinctions – Theory | 15 | 62 | 27 |
| No of distinctions – Practical | 87 | 90 | 95 |
| Exemplary performances [Gold medal and university ranks] | | University rank in ‘Peace and Value Education’. | |

4. 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) | - | - | - |

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

| Financial Aid | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|---------|---------|---------|
| Merit Scholarship | | | |
| Merit-cum-means scholarship | 1 | 1 | 1 |
| Fee concession | 19 | 1 | 2 |
| Loan facilities | | | 2 |
| Any other specify and indicate | | | |

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

7. Does the institution provide Residential accommodation for:

Faculty

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Non-teaching staff

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

If yes, number of students residing in hostels

Men

| |
|--|
| |
|--|

Women

| |
|----|
| 25 |
|----|

9. Does the institution provide indoor and outdoor sports facilities?
Sports fields

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Indoor sports facilities

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Gymnasium

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

10. Availability of rest rooms for Women

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

11. Availability of rest rooms for men

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

12. Is there transport facility available?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | Organised | | | Participated | | |
|----------------------|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Intercollegiate | ✓ | | 1 | ✓ | | 3 |
| Interuniversity | | ✓ | | ✓ | | 1 |
| National | | ✓ | | | | |
| Any other (specify) | | | | | | |

15. 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 | 05 | 04 |
| Regional | 10 | 05 |
| National | | |
| International | | |

18. Does the institution have an active Alumni Association?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

If yes, give the year of establishment

2008-2009

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.

| | Year 1 (%) | Year 2 (%) | Year 3 (%) |
|--------------------|------------|------------|------------|
| Higher studies | 20 | 30 | 30 |
| Employment (Total) | | | |
| Teaching | 60 | 55 | 60 |
| Non teaching | 10 | 5 | 5 |

23. Is there a placement cell in the institution?

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

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

| Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 7 | 10 | 10 |

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

Academic guidance and Counseling

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

Personal Counseling

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

Career Counseling

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

Criterion VI : GOVERNANCE AND LEADERSHIP

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

2. Frequency of meetings of Academic and Administrative Bodies:

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

| | |
|--|-------------------------------------|
| Governing Body/management | Biannual |
| Staff council | Once a month |
| IQAC/or any other similar body/committee | Quarterly |
| Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) 1.Academic Committee 2.Extra Curricular Committee 3.Examination Committee | Quarterly Quarterly Sessional |

3. What are the Welfare Schemes available for the teaching and nonteaching staff of the institution?

Loan Facility

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Medical assistance

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Insurance

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

Saving Schemes

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | |
|---|---|---|
| 0 | 0 | 2 |
|---|---|---|

5. Furnish the following details for the past three years

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

| |
|----|
| 11 |
|----|

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

National

International

| | | |
|---|---|---|
| 0 | 0 | 7 |
| 0 | 1 | 4 |
| 0 | 0 | 7 |
| 0 | 1 | 0 |
| 0 | 1 | 6 |

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

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

- e. Research development programmes attended by the faculty

- f. Invited/endowment lectures at the institution

| | | |
|---|---|---|
| | | |
| 0 | 1 | 0 |

(Any other area, specify and indicate)

Social awareness programmes

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

a. Self appraisal

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

b. Student assessment of faculty performance

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

c. Expert assessment of faculty performance

| | | | |
|-----|--|----|--|
| Yes | | No | |
|-----|--|----|--|

d. Combination of one or more of the above

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

e. Any other (specify and indicate)

| | | | |
|-----|--|----|--|
| Yes | | No | |
|-----|--|----|--|

7. Are the faculty assigned additional administrative work?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

6 hours

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

Grant-in-aid

Fees

Donation

Self funded courses

Any other (specify and indicate)

| |
|----------------|
| |
| Rs.48, 03, 000 |
| |
| |
| Rs.25, 18,860 |

9. (Expenditure statement (for last two years)

2013-2014 2014-2015

| Total sanctioned Budget | Rs.52,92,000 | Rs.57,16,800 |
|---|---------------------|---------------------|
| % spent on the salary of faculty | 24.04% | 30.50% |
| % spent on the salary of nonteaching employees | 7.92% | 8.42% |
| % spent on books and journals | 0.07% | 0.16% |
| % spent on developmental activities (expansion of building) | 45.22% | 13.22% |
| % spent on telephone, electricity and water | 0.85% | 0.97% |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | 1.97% | 1.01% |
| % spent on maintenance of equipment, teaching aids, contingency etc. | - | - |
| % spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.) | 1.06% | 3.06% |
| % spent on travel | 0.24% | 0.26% |
| Any other (specify and indicate) | 18.63% | 42.42% |
| Total expenditure incurred | Rs.79,12,980 | Rs.68,09,016 |

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.

| | | |
|-----------|---|---------------|
| 2012-2013 | - | Rs.9. 47.354 |
| 2013-2014 | | Rs.26, 20,980 |
| 2014-2015 | - | Rs.10, 92,216 |

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 | ✓ | No | |
| Finance | Yes | ✓ | No | |
| Student Records | Yes | ✓ | No | |
| Career Counselling | Yes | ✓ | No | |
| Aptitude Testing | Yes | ✓ | No | |
| Examinations/Evaluation/ Assessment | Yes | ✓ | No | |
| Teaching Learning | Yes | ✓ | No | |

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

16. Are all the decisions taken by the institution during the last 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 have an established Internal Quality Assurance Mechanism?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

2015-2016

| | Category | Men | % | Women | % |
|---|----------------------------|-----|---|-------|-----|
| a | SC | | | 3 | 7.5 |
| b | ST | | | | |
| c | OBC | | | 34 | 85 |
| d | Physically challenged | | | 3 | 7.5 |
| e | General Category(OC) | | | | |
| f | Rural | | | 22 | 55 |
| g | Urban | | | 18 | 45 |
| h | Any other (specify) (MBC) | | | | |

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

| | Category | Teaching staff | % | Non teaching staff | % |
|---|-----------------------|----------------|-----|--------------------|-----|
| a | SC | | | | |
| b | ST | | | | |
| c | OBC/BC | 10 | 100 | 8 | 100 |
| d | Women | 8 | 80 | 2 | 20 |
| 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 | |
|-------------------------|--------------|----------|-----------------------------|----------|
| | 2013-'14. | 2014-'15 | 2013-'14 | 2014-'15 |
| SC | 7 | 12 | 7 | 12 |
| ST | - | 3 | - | 3 |
| OBC | 93 | 83 | 93 | 83 |
| Physically challenged | - | 1 | - | 1 |
| General Category (O.C.) | - | 1 | - | 1 |
| Rural | 74 | 62 | 74 | 62 |
| Urban | 26 | 38 | 26 | 38 |
| Any other (specify) | - | - | - | - |

Part II - 2.1

1. EXECUTIVE SUMMARY

Part II - EXECUTIVE SUMMARY

The Operational Environment

St. Charles College of Education (SCCE), is in the 10th year of its foundation and celebrated its Tin Jubilee on 14th February 2017. Established on the fringes of Thanakkankulam village, it enjoys a secluded and serene atmosphere granted by nature that surrounds it and the rural set up all around.

The sturdy building stands majestically in the campus teeming with students and teachers of the three Schools (a Matriculation H.S.S, a Girls H.S.S recognized by State Board having sections of English and Tamil medium and a Tamil medium Primary School), the 40 inmates of the home for the aged, the girls in the boarding home, the B.Ed., students in the hostel, health centre and the convent all belonging to St. Charles Society Madurai comprising a community of religious nuns belonging to an International Congregation of ‘the Sisters of St. Charles Borromeo’. The above mentioned Society runs the institution SCCE and some of its members form the College Committee.

Well furnished spacious audio visual rooms, method labs, articulated and automated library system, laboratories adequately equipped, the modern gadgets facilitating the teaching-learning process etc., make it a rare gift to the women of the villages in its surroundings to empower & fulfill their dreams to become professionals. The religious atmosphere which enhances spiritual consciousness and observance of discipline provides conducive ambience for learners.

The Regulatory Bodies

The institution is recognized by NCTE and is affiliated to Tamil Nadu Teachers Education University [TNTEU]. The regulations and curriculum prescribed by TNTEU guide the management with the curriculum, norms for admission, norms for approval of teachers etc. The local Panchayat President is the immediate civil authority. Besides NCTE and TNTEU, the offices of the educational departments that regulate the institution are, the Regional Directorate of Collegiate Education- Madurai and Directorate of Collegiate Education, Chennai. Organization of the internship program is regulated by the Chief Educational Officer and the Inspector of Matriculation Schools of Madurai Educational Dt.

The B.Ed program which was a ten month course till the academic year 2014-2015 has been now been designed into two years program with the implementation of New Education Policy [NEP]. The number of units permitted as per the first order of the recognition granted by NCTE was a maximum of 100 students in a unit but by the implications of the NEP in the new order granted by NCTE the number of students in a unit is reduced to 50 and the College has the permission to admit 50 students. The 2015-2016 batch and 2016-2017 batch who are the second and first year students respectively are presently under B.Ed., training.

Key Relationship with the Practice Teaching Schools and the Community

The trainees had their practice teaching in about 20 to 25 Schools within a radius of 10 Kms distance from the College. With the reduction in the number of student teachers admitted the number of Schools is also reduced to 7. The institute has built up a viable and cordial relationship with all these Schools. The interlink between the College and the practice teaching School Heads for authentic and valid assessment of students is organized in a technical way.

The management grooms the teachers and the non teaching staff to be committed and efficient, and with its magnanimous attitude encourages the individuals for professional development and personal satisfaction to enrich the healthy functioning of the college. Meticulous planning and

care in the effective utilization of campus facilities and other inter institutional contacts through appropriate programmes for teacher educators and student teachers promote teaching outlook and professional development.

Teaching practice, seminars, conferences, workshops, guest lectures and attending outdoor programme provide both teacher educators and teacher trainees a wide exposure. Academic excellence is not sacrificed in our effort to give them the humanistic formation. Performance of our students in the University examinations and their representation at regional and state level intercollegiate competitions is noteworthy. Right attitude in students to be innovative can enhance the quality of their performance still more.

Quality Consciousness

The quality consciousness is the driving force of the students and staff of our college. The faculty members are research conscious and have delved into educational research and research projects, presenting papers and publishing it in the National and International Journals. A few of them have completed their research for Doctorate and most of them are pursuing their studies for higher qualification and research works. Demonstration, provision and more training in usage of e-resources for teaching learning is enhanced. An Interactive Board in the conference hall has opened new vistas in the teaching- learning aspect.

The faculties aspire to rise up to render consultancy service in different aspects of the Educational field by defining their expertise. The association and cordial relations with the alumni, the parents and relatives of our student teachers and other stake holders definitely adds strength to the institution. Intercollegiate gatherings build up the network with peer team. Accountability and responsibility towards the community and country is inculcated through service oriented activities inbuilt into the programme in collaboration with other N.G.Os. Citizenship Camp is conducted every year. Thus the College goes beyond its curriculum in the realization of its course making social welfare a reality through women empowerment.

Challenges

The one year degree course enhanced into two year course has discouraged many a poor young woman's dreams of becoming a teacher. The financial burden falls heavy on those who are not of the SC/ST community.

Getting through the Teacher Eligibility Test [TET] has become another ordeal to be crossed and even if they pick up confidence to face it, the opportunities are not granted with the Government of Tamil Nadu failing to conduct the TET for the last three years. The appointment to Government aided posts being no more the right of the private Managements the option for doing the B.Ed., course is not a favored choice of the young people.

The calculative youth of today are tend to opt for money making means through easier ways and that's one big reason for dwindling down of admission to B.Ed., course.

Braving all hurdles, giving a quality training that will empower the young women of our College to make them the highly admired teacher candidates for new generation is also a big challenge the institution faces now.

Part II - 2.2.1

Criterion I : CURRICULAR ASPECTS

CRITERION-WISE ANALYSIS

CRITERION 1: CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

Vision:

- Matured women teachers enlightened, empowered and committed to educate and empower the new generation to build a secular nation.

Mission:

- To form women teachers who realize that teaching is a noble profession.
- To prepare women teachers who are empowered with knowledge, skills and values of love, compassion, integrity, service etc. to be competent, committed and creative for the development of a more just social order in an atmosphere of intellectual verve and moral integrity.
- To train and form women teachers so as to enlighten and empower the next generation to bring about the desired social changes.
- To train the prospective teachers to become relevant educators in an ever changing techno-world of today.
- To inculcate in student teachers an eco-friendly attitude.
- To make the College an ideal institution for forming teachers who become relevant to present generation.

Goals:

- To enlighten student teachers of the greatness of teaching profession.
- To help student teachers become efficient and effective teachers and leaders.
- To provide student teachers adequate opportunities to become agents of social change by helping them grow spiritually, morally, psychologically, emotionally, intellectually and experientially into matured persons.
- To enlighten student teachers of the responsibility laid on them to empower the next generation to build a secular, livable and loveable nation.
- To empower student teachers to become technologically competent to handle at ease the digital classrooms.
- To train prospective teachers who develop an attitude of appreciation and care for nature.

Objectives:

- To empower the staff and students with necessary intellectual abilities, knowledge, skills, training in ICT and other competencies for effective teaching-learning in order to excel in academics.
- To help prospective teachers grow into mature persons psychologically and emotionally through personal guidance and counseling.
- To enable student teachers appreciate the pluralistic feature of our land and make them realize the responsibility for building a just and secular society through interreligious prayer service and a meaningful celebration of all major religious festivals.

- To engage student teachers in community activities that would enable them to understand their social responsibility towards the poor and the marginalized class of the society through rural exposure camp and visiting intervention centres for Differently-abled and Home for the Aged.
- To train student teachers to be the agent of protection of the environment by bringing in the eco-consciousness among the staff and students through environmental education, workshops, exhibitions and other environmental issue related programmes and activities.
- To enable student teachers know and live the spiritual and moral values that would make them principled, value-oriented and responsible citizens through value education.
- To provide opportunities to student teachers to discover and develop their innate physical and intellectual potentials and identify their artistic and aesthetic sense for a holistic growth by offering co-curricular and extra-curricular activities.
- To enhance the professional development which will ensure placement by providing additional certificate and training programmes other than what the formal curriculum offers.

Major Considerations

- Instilling a passion for teaching profession consistently from the start.
- Organizing training of trainers through seminars, conferences and workshops.
- Introducing resource persons/guest speakers/experts from other reputed international and national institutions to student teachers at regular interval to illustrate and exemplify the nobility of a teacher's profession.

Academic Excellence

- Orientation sessions are arranged at the beginning of every academic year to make familiarize the new entrants with the curriculum and its transaction in the classroom.
- Every year the pass percentage in the University Examinations reveals that a lot of effort has been put into sustaining the academic excellence.
- The Institution has employed an effective approach to teaching-learning in order to stimulate creativity and critical thinking in the student-teachers besides the curricular transaction methods.
- A booklet of higher order questions for developing critical thinking and reasoning is used during the weekly critical thinking sessions.
- Staff, dynamically engage in teaching, research and publication within the boundaries of acceptable academic standards.
- The College organizes seminars / conferences / workshops at the state, national and international level. The compendiums of seminar papers are published with ISSN and ISBN code. Teachers are facilitated to attend such programmes both in the College and in other institutions. Presentation of thematic and research papers is encouraged among the faculty.
- The institution has provided an academic ambience in terms of augmenting its resources and facilities for the benefit of the staff and students.
- Remedial classes for the slow learners have been conducted to keep pace with other learners.
- It is ensured that teachers move from easy to difficult, familiar to unfamiliar and at a pace that is easy for learners to follow systematically.
- Relevant books are recommended by the teachers along with the prescribed syllabus.
- To increase the professional competency of the students, computer education, group discussion, seminar presentations are organized.

- Learning modules are prepared by the teaching faculty for specific units that require focused attention and clarity and uploaded in the digital library server.
- Students are properly guided and encouraged to visit the library for their knowledge up-gradation. To ensure effective use of libraries, separate periods are allocated in the students' timetable.
- Moderately stocked college library has more than 5000 (five thousand) books, national and international journals and newspapers. In addition to the books and journals, the syllabus guidelines and question bank are also made available to the students.
- The internet is available throughout the day in the college computer laboratory.
- Teachers have an easy access to the library of the college for knowledge up-gradation.
- The college has subscribed various journals and books related to different subjects.
- Apart from conventional teaching the trainees are trained to teach through ICT and using lab articles such as, over-head projector, LCD projector, Photocopier, DVD, audio players, and multimedia CDs for effective curriculum transaction.
- Continuous Internal Assessment is done periodically.

Inclusion

- The College has taken conscious efforts to admit all students irrespective of marital status, physical abilities, ethnicity, language, minorities, etc., thus ensuring inclusive education.
- The College has focused its attention on admitting the most under privileged section of the society promoting the empowerment of the marginalized.
- The rural women students, particularly first generation women learners are given first preference, thus promotion of women empowerment is enhanced.
- The Differently abled are given admission to pursue their teacher education programme at SCCE, thus ensuring empowerment of disabled.

Collaboration

- The institution has collaborated with NGOs, Commissions, Trusts, Federations and Associations like ECEP, POWER HEALEE, MARTI Foundation, DYFI, Lions Club-Sivakasi Dt., CENS, Rotary Club-Madurai Star, 'Eera Nilam', 'Roots' etc.
- The staff serves as resource persons and facilitators in the schools and other institutions.

Integration & Cooperation

- Programmes that foster unity in diversity, interreligious harmony and gender justice have been conducted on various occasions.
- Values for life are an incursion programme of the College.
- Programme on Human Value Development is organized every year for the students to become value-oriented.
- Every morning Assembly fosters human values and ideals.
- Religious / moral instruction classes are provided.
- Yoga, meditation and recollection are built into everyday, weekly and annual programme respectively.

Focus on Rights

- Human Right Education is taught to students to honor and respect the inherent dignity of the human person.
- Consumer Rights awareness is given through authoritative personnel from the Human Rights Forum.

- Women's Rights are highlighted on occasions such as International Women's Day etc.
- In order to nurture social justice among students, a series of awareness programme is conducted.
- Student-teachers are given voting awareness in order to exercise their right to vote responsibly.
- Faculty members are empowered with knowledge through special training programme.

Essence of the Environment

- A clean and green consciousness is created among students through organising series of environmental education programmes, channalising their energy towards environmental issues, keeping the campus neat and clean and developing care and concern for the earth.
- In order to raise local awareness and to take positive environmental action to protect nature and the planet Earth, Celebration of World Environment Day, Earth Day etc. are hosted in and around the campus.

Social Responsibility

- Teaching, research and extension provided in the college aims to generate a new work culture for improving the practices of education.
- Citizenship Training Camp is arranged every year to develop social responsibility and citizenship values.
- Rural / Social Exposure Programme is organised with an aim to awaken a sense of social responsibility in students.
- To deliver humanitarian relief to victims of numerous disasters, the students are encouraged to raise funds and collect materials, e.g. flood relief work in December 2015 at Cuddalore, Tamil Nadu.
- Social projects are undertaken by students to survey the crucial need of the people in the vicinity.
- Programmes are organised to extend care to the senior citizens.
- Students render free tuitions to slow learners of the associated schools.

Technology Enabled Learning

- The trainees are trained in Basic Computer Skills and use of electronic gadgets in the preparation of TLM with the help of ICT.
- The student teachers are prepared to make Digital lesson Plan and multimedia packages.
- The trainees are motivated to participate and present papers in national/ international level seminars/conferences on ICT related topics.
- The college strives to develop itself into a world class centre of teacher education with a difference for service in the emerging techno-global scenario.

Skills for Employability

- Personality development programmes are organized.
- Talents week is observed to enable the students discover and develop their special skills and the highly talented is crowned as 'Miss.Carolina' on Women's Day.
- Training in Abacus is provided to the students.
- Sports / games activities and inter / intra-collegiate sports competitions are conducted.
- Educational tours are organized to provide practical knowledge.
- Campus interviews are organized every year.

SCCE is able to design the activities and execute them systematically within the curriculum framework in a phased manner. The staff and the student-teachers are enlightened in every way to be empowered through all the curricular, co-curricular and extra-curricular activities of teacher education programme to attain excellence. (Annexure II)

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

The Curriculum and the syllabus are framed by the Tamil Nadu Teachers Education University (TNTEU) keeping in view the curriculum framework of National Council for Teacher Education (NCTE) (Annexure III). Therefore the College follows the curriculum and the syllabus designed by TNTEU. While following the curricular framework for curriculum transaction, the College exercises autonomy in consultation with the academic experts, the faculty, Alumni and with the stakeholders to conduct additional courses for the benefit of the student-teachers.

Ensuring Feasibility

- The Institution in view of staff and student-teachers' background (socio-cultural, economic and religious), their life experiences, their limitations and expectations, assesses their current needs and organises programmes accordingly for them to clarify the mode and to attain the objectives of different units by the execution of activities, records and reports.
- *Meeting of the Council office bearers* is periodically conducted by the Management to know their needs in order to keep the staff members abreast of the student-teachers' expectations and limitations.
- A *diagnostic test* is administered to identify the level of proficiency in English language and computer skills of the student-teachers at the start of the academic year and accordingly remedial classes are arranged.
- A *diagnostic test* is conducted to compare the entry and exit behavior to know the level of the achievement of the objectives realized as the outcome of the B.Ed Programme.

Feedback on Curricular Development

The institution makes a conscious effort to take stock of all the curricular programmes with an aim to identify the irrelevant and insignificant ones that need to be eliminated and to concentrate more on the strength of the programmes to bring about not only academic excellence but also the holistic development and growth of the students.

- **At the level of Staff:** Each curricular, co-curricular and extra-curricular activity is collectively reviewed by the Principal and the Staff in the staff meetings with a view to improve the areas for better results in the future.
- **At the level of Students:** All the curricular, co-curricular and extra-curricular activities are evaluated by the students either in a written or spoken form.
- **At the level of Alumni:** The institution receives feedback from its alumni during its Annual Alumni Meet.
- **At the level of Stakeholders:** The institution periodically conducts parent's meeting for their suggestive opinions / spouse and encourages feedback.

The college has established a good rapport with the communities located around it through various extension activities. Their views and opinions are also given importance in planning the college development and administrative activities.

- **At the level of School Officials:** The Management holds Headmasters' Colloquium during practice teaching. The Headmasters/ Principals or teacher delegates of respective practice teaching schools express their views and opinions regarding practice teaching and offer a number of suggestions to improve the quality of practice teaching. (Annexure V– feedback)

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

The National Council for Teacher Education (NCTE) in view of global trends has brought in necessary changes in the curriculum of teacher education programme and accordingly Tamil Nadu Teachers Education University (TNTEU) has prepared the syllabus for all the colleges of education affiliated to it to follow. Our College therefore strictly adheres to the norms and guidelines pertaining to the syllabus framed by the University. The present curriculum design is suitable for meeting the overall development of the students.

St. Charles College of Education aims at developing global competencies in future teachers through varied activities and following are some of the provisions among many given in the institution with respect to scholastic and co-scholastic activities:

- Technical skills development (computer skills development programmes like Internet browsing, PowerPoint presentation, e-mail usage, website evaluation, etc.).
- Teaching skills (micro-teaching practice and macro-teaching classes).
- Training in application of different models of teaching.
- Organization of a waste management exhibition which drew the attention of the public.
- Organising a 'Clean India' – Swachh Bharat Rally.
- Organising international level seminar encouraging the students to build a rapport among other educationists leading to globalization.
- Training in the use of smart boards and updating them in the area of technology.
- Organization of inter-collegiate cultural competition.
- Participating and winning prizes in the zonal, district and state level athletic meet conducted by TNTEU.
- Organization of campus interviews.
- AIDS awareness programmes organized by Red Ribbon Club.
- Travel experience, visiting places of historical importance, collecting first hand information about habitats of different species of flora and fauna.
- Study centric and culturally rewarding trip.
- Visit to Special Schools.

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

All the plans designed in the curriculum to reflect the global trends in teacher education to meet the emerging needs of the Indian Society are given serious consideration by way of including input sessions through guest lectures, seminars, workshops, exposure programs, visits, innovated activities etc. to give hands on experiences along with knowledge. Special attention is given to the significant ones:

Environmental Education, Implication of ICT and Value Education:

Environmental Education:

To give all importance to the burning issues of environment such as, global warming, green house effect, the consequent natural calamities etc., we have taken up several programmes to impart ecological awareness.

- Environmental education is offered as a paper in the B.Ed. curriculum focusing on developing interest in saving the planet earth and also acquiring knowledge about the various problems the society faces due to environmental depletion and the means devised to face the problem globally, as a nation and locally. The institution allots three /four hours per week for the curriculum transaction on environmental science.
- Seminars, workshops, exhibitions and other activities are conducted for the students to give them experiential knowledge and to train them in practical ways to adopt and impart.
- One teacher educator is specifically appointed for the Eco Club. She assigns tasks related to environment to each team of the student-teachers. The Eco Club arranges guest lectures on pollution, climatic change, e-waste, biodiversity, etc. to bring about ecological consciousness among the students. The campus is kept neat and clean. The unit has joined in 'go green' effort and planted saplings in the campus on special occasions and made the campus greener.
- A social awareness exhibition promoting the importance of conservation on 'Waste Management' was conducted in collaboration with CENS (Centre for Environmental Services). It was also a training programme that empowered the student teacher community and Educators of SCCE to be agents of environmental protection.
- SCCE sponsored an art exhibition on 'Water: Life of the World' ('*Neer Ulagin Uyir*') installed by the artist and the director of the trust 'EERA NILAM'.
- Rain water harvesting is exemplified and demonstrated by the actual implementation in every unit in the campus and the students are benefitted.
- Visits have been arranged to various ecological centers of importance.
- Earth Day and World Environmental Day are celebrated, and inter collegiate essay competition was held on 'Conservation of Water' to make students gather a deeper knowledge on the topic.

Implication of ICT:

In the present scenario, computer education is an important segment within the educational system and the Teacher Education Programme lays emphasis on the use of technology. Hence the institution encourages its staff and student-teachers to become tech savvy and techno-friendly and to use technological resources for effective teaching.

The staff are encouraged to adopt the approach of Technology Enabled Learning (TEL) for curriculum transaction and knowledge acquisition.

The institution offers 3 to 4 hours per week for ICT, a subject for enhancing professional capabilities in keeping with the TNTEU curriculum for B.Ed.

Special certificate course is given at the beginning of the academic year to ensure basic knowledge in computer and the use of internet and to develop technological literacy.

The students and staff are given an introduction to SPSS package to encourage them for taking up research work.

The institution has a digitalized library, 24x7 internet and *wi-fi* connection to the staff and the student-teachers, a computer laboratory with interactive boards and classrooms with LCD projectors and systems.

SCCE has organized successively for two years international seminars with paper presentation and publications on two topics that have widened the horizons of our staff and student teachers' knowledge on different aspects of the modern technology.

Development of communication skill through specially scheduled programmes, training in handling the electronic equipments for communication and utilization of modern technology in

the teaching learning process, training in operating the technological equipments such as computers, projectors, etc are well taken care of.

We try to fix our focus on our vision and mission and promote the staff for effective class room teaching, motivate the students to acquire the skill for handling modern equipments in class room teaching and acquire the knowledge about soft skills and their applications for personal orientation and community development.

Value Education:

The present curriculum framework emphasizes the importance of imparting value education to student-teachers and considers it as an integral part of professional development. Values are the guiding principles. Hence, keeping in view of the vision of the institution and the curricular framework, the institution devotes time for inculcating values through Catechism and Value Education respectively for Christians and other students. They develop desirable social and humane values to function as responsible citizens. (Appendix III)

The regular morning assembly brings together the principal, faculty and students to meditate on thoughts related to moral and social values on concurrent basis. The student-teachers are encouraged to conduct daily prayer service, to discuss the issue of erosion of values, to practice values in a given situation. Team wise weekly thematic assemblies are organised which is the best hour of the day for every student teacher.

Value Education is proposed as one of the optional subjects in the second year of current B.Ed programme for inculcating values among the student teachers to equip them to fight against the social evils and help them to become ideal citizens of our country. Optimum hours are allotted for value education classes and in fact it is the string in which all the activities are focused. The institution doesn't satisfy itself with the topics covered under the syllabus but ensures that all feasible methods are utilized to producing mature women teachers who are enlightened, committed to empowering the marginalized and to building a truly secular nation.

The student teachers live the values by visiting old-age homes, ashram and special schools for the visually / mentally challenged. The subjects are taught not only for acquisition of knowledge but values like social responsibility, civic sense, sharing, attitude, confidence, courage, sincerity, obedience, duty consciousness etc., which are inculcated in student teachers through integrating ethical values. The curriculum provides opportunities for learning these values through cultivating inner peace through practice of Yoga everyday and infusing the desire to establish justice and compassion which they could disseminate to students in the schools.

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

The institution does make use of ICT for curricular planning:

- Computer education is offered compulsorily in the B.Ed. curriculum.
- The students are grouped on the basis of their prior knowledge in computers and are given training on Microsoft office tools, Internet and *html*. The college certifies their ability and skill developed during the training with grade.
- Digital Library and other electronic resources are utilized by the faculty to execute the curriculum.
- The institution provides Information and Communication Technology (ICT) classrooms equipped with LCD / DLP.
- The college has a language cum computer laboratory to improve the communication skills of the students.

- The college puts at the disposal of the staff the laptops which facilitates the use of technology at their own pace and convenience.
- The members of the faculty use technology to collect TLM and thus, the faculty are encouraged to adopt Technology Enabled Learning approach for effective teaching-learning.
- Staff are given training in the use of interactive white boards.
- The student-teachers are given training in the effective use of PowerPoint for seminar presentation or discussion.
- The institution is well-equipped with internet and *wi-fi* facilities for effective teaching-learning.
- LCD, Over Head Projectors (OHP) and Laptop are used for effective delivery of the instruction. 4 LCD projectors are made available for the use of students and staff during teaching-learning.
- SMART class rooms are made use for teaching-learning purpose.
- Computer lab and language lab are furnished with more computers for the use of student teachers.
- Digital lesson plans are prepared by the Student teachers.
- Some of the curricular activities are video-recorded.
- The staff members are facilitated with special browsing room.

1.2. Academic Flexibility

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

- The institution creates an ambience for the staff and students to reflect over the experiences of teaching-learning process. In order to encourage reflective practice, the institution provides opportunities for the student-teachers to get involved constantly in group reflection, critical thinking and instant appraisal of every programme, activity and event.
- Teaching skills are taught through micro and macro teaching sessions. Student teachers are exposed to demonstration classes in their optional subjects. Microteaching classes are video-graphed and replayed for reflection and correction.
- Subject-wise experts are invited to deliver lectures and demonstrate teaching which provide an opportunity for the student teachers to imbibe the good reflective models.
- Student teachers observe school life before commencement of practice teaching. The guidance from the guide teachers and teacher educators during the internship training help the student teachers to acquire the right skills for reflection for their betterment and also to enhance their competency in teaching.
- One of the essential components of teaching is to make student-teachers reflect critically and analytically. The teacher educators raise questions of '**Higher Order Thinking (HOT) Questions**' breaking the order of passive listening to ignite their critical thinking.
- The student-teachers are given wide experiences that make them deeply reflective and to that effect the institution organizes various programmes:
- Socio-Cultural Analysis given to the student-teachers to understand the complex social reality and its intricacies and to enable them socially responsible educators.
- Rural Exposure and Citizenship Training Camps and visiting social centres enable them to be in touch with the reality.
- Self-Awareness programmes organised by the college stimulate the student-teachers to introspect their attitude, perspective and life style, so as to think and analyse the given situation critically and to act responsibly.

- Orientation to Moral Life and Values refine their value system.
- Field Trips and Educational Tours widen their horizon.
- Screening Movies of Educational Importance & Documentary on Current Social Issues enable them to reflect critically and give them an impetus to act on behalf of societal victims.

Hence all the curricular programmes engage the student-teachers in a process of critical reflection of a given circumstance and at the same time improving their teaching and learning competencies.

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

Numerous are the learning experiences provided to the students in the campus and in the field to enhance flexibility and scope in the operational curriculum. To provide the apt ones and at the right time the principal takes the responsibility.

- Regular staff meetings convened by the Principal of the college are times of discussion to give in detail the curricular strategies for meaningful curriculum transaction and curricular activities after gathering relevant data about the needs and expectations of the student-teachers through the method of floating awareness, and available resources like time, personnel, fund and technology. The Principal prepares a list of all the activities in collaboration with the staff that promote reflective practice and critical analysis.
- The Principal prioritizes the different curricular activities, co-curricular activities and extracurricular activities in the order of importance in consultation with the faculty members. The Principal also selects suitable teacher educator among the faculty for a specific curricular transaction.
- Besides this, the Principal also identifies apt resource persons who can orient the student-teacher community and offer the following varied learning experiences so that the student-teachers emerge as profoundly reflective thinkers who can make a strong impact on the people in general and particularly on the students during their internship.
- Block teaching in an actual school setup for 40 days where guidance is ensured, Demonstration by Teacher Educator, Model lessons by teachers handling different subjects in the model schools, and observing classes of the peer group, Workshop for preparing teaching aids and training in handling the technological equipments are preliminary experiences given before internship.
- Group discussion, panel discussion, poster making, seminar and workshop, exposure programmes, field visits, and educational tour. Creative art works like painting, drawing, dancing, acting, miming, Annual cultural extravaganza, annual sports and games Competitions are best experience availed by our students.
- Guidance, counseling, mentoring, yoga practice, meditation, personal God-experience, collection of specimens, visit to special schools and model schools, participating in rallies, executing community development activities in the neighboring villages, organizing exhibitions,visiting exhibitions, arranging Citizenship Training Camp, Action Research, Case Study, organizing the assemblies, managing the conduct of programmes, compeering, categorizing the waste product for recycling, participation in games and sports, organising Association activities give varied experiences to the students.
- Instructional and infrastructural facilities are also made available, flexible time-table and freedom to choose their optional subjects, flexibility in the choice of the elective subjects, add-on-courses, moral and religious education is given and various cognizant hiring programmes are arranged in order to bestow our student teachers with the latest updates

- in their curriculum. Provision in the institute for academic flexibility in carrying out the meaningful curricular transaction is enormous and the management encourages and enhances such academic flexibility year after year.

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

- The aim of all the academic programmes of the college is to form mature women teachers who are enlightened, committed to empowering the marginalized and to building a truly secular nation and so good care is taken that they are conscious of the moral values, professional ethics and the cultural ethos of our country. This is done through thought for the day, morning assembly, lectures, seminars, workshops and the numerous extension activities and other programmes of the college. The college offers various value-added courses and enrichment programmes.
- Papers in Peace Education, Computer Education and Environmental Education form an integral part of the B.Ed. curriculum that enable the student teachers to acquire knowledge and skills that empowers them to be efficient agents to build effective people for tomorrow's world.
- Communicative English Course is a kind of education that enables, embellish and empower them to enter the arena of the educational field confidently. The teacher trainees are trained in life skills, writing skills, speaking skills, listening skills, etc.
- Environmental Education has become a regular theme in our College, in school curricula and pedagogy. Teacher trainees need to inspire the growing generation to practice their faith in living in harmony in the earth personally and socially. Therefore, in all possible ways the prospective teachers are trained to be strong advocates of environmental protection.
- To face TET examination special coaching is given to students.
- Community service is undertaken in the college which helps inculcate the spirit of civic values among the students. Visiting the Old Age Home and schools for physically impaired children, raising funds for victims of floods is the real explication of students towards humanitarian concern.
- To draw out from the teacher trainees the concern for children, an opportunity is provided to give coaching classes to the slow learners in the associating Schools in the campus and study the crucial problems the children in common face in these School.

Value added courses introduced by the institution during the last three years:

Some of those value added courses introduced by the institution during the last three years

| Year and date | Courses for Communication skill | Values developed |
|---|---|--|
| 1 st - 16 th Aug, 2013 | Basics of English Communication [Reading, Writing, Speaking & Grammar] – Rev. Sr. Dr. Amali Anbarasi, Principal, SCCE | Self esteem and confidence Leadership qualities, ability for communication, ability to express. Correctness of speech. Ability to express in writing the concepts of one’s own. Contentment in being able to read and gather knowledge and study materials. Readiness to face interviews and excel as competent teacher candidates in job market. |
| 3 rd Aug, 2013 | Spoken English Coaching [Spoken and Written] by Dr. Kokila Thangasamy | |
| 6 th - 16 th Aug, 2014 | Basics of English Communication [Reading, Writing, Speaking & Grammar] – Rev. Sr. Dr. Amali Anbarasi, Principal, SCCE | |
| 26 th - 30 th Dec, 2014 | English Coaching by Rev. Fr. Raju S.J of Arul Anandar College, Karumathur, Madurai. | |
| 20 th - 22 nd Aug, 2015 | Basics of English Communication [Reading, Writing, Speaking & Grammar] – Rev. Sr. Dr. Amali Anbarasi, Principal, SCCE | |
| 11 th Aug to 28 th Sept, 2015 | Course on Communication Skill - by Ms. Uma Maheshwari , Functional Communication in English | |
| 10 th – 18 th Aug, 2016 | Basics of English Communication [Reading, Writing, Speaking & Grammar] – Rev. Sr. Dr. Amali Anbarasi, Principal, SCCE | |
| Year and date | ICT Skill | Values developed |
| 6 th - 16 th Aug, 2014 | “Basics of Computer” – by Rev. Sr. Jenita Mary, Asst. Prof. Computer Education, SCCE. | Enthusiasm, Empowerment Interest for searching the source of knowledge, confidence to build on more knowledge Ability to prepare PPT. Collect data for research and analyse technically. Download video clippings and Study materials for classes and personal reference. Teachers update their knowledge by referring the books, educational journals and magazines available in the library. |
| 3 rd Dec, 2014 | Soft skill programme was given by Mr. Antony Sahayaraj -Soft Skill Trainer / Director of ‘TALANT’ Management System | |
| 20 th – 28 th Aug , 2015 | “Basics of Computer” – by Rev. Sr. Jenita Mary, Asst. Prof. Education, SCCE. | |
| 27 th Mar, 2015 | One Day International Level Seminar on “Towards better Learning, Teaching and Evaluation – the ICT way.” | |
| 27 st Mar, 2015 | Seminar on ICT by Mrs. Vijiyalakshmi, Hi-Tech Solutions Ltd., Madurai. | |
| 20 th - 22 nd Aug , 2015 | “Basics of Computer” – by Rev. Sr. Jenita Mary, Asst. Prof. Computer Education, SCCE. | |
| 11 th & 12 Mar, 2016 | Two day international seminar on “ICT in Education and Research: Innovations, Trends and Issues.” | |
| 10 th – 18 th Aug , 2016 | “Basics of Computer” – by Rev. Sr. Jenita Mary, Asst. Prof. Computer Education, SCCE | |
| 11 th & 12 th Mar, 2016. | Introducing different websites - by Mr. Victor | |

| Year and date | Courses in Life skills | Values developed |
|--|---|--|
| 9 th & 23 rd Aug, & 6 th Sept, 2014 | Self awareness and motivation Stress coping management Transaction analysis Need for Communication skills development Self awareness and self motivation Positive – thinking Time management The Resource Person: Dr. Miriam Benedicta | Self acceptance, reasoning ability, courage to face difficult situations, lead a serene life, Ability to discern and make right decisions. Enhancement of knowledge and readiness to face TET examination. |
| 2012-13 & 2013-14 | TET Coaching by Vedagiri Academy | Understanding and developing a right attitude towards need for |
| 8 th Dec, 14 | Yoga Session by Mrs.Indira Baskaran -Yoga therapist -Nagamalaipudukottai | Spiritual and mental health. Take up the practice of yoga for holistic well being which enhances better performance in study and character.The right disposition to face the examinations without anxiety and fear. |
| 20 th Aug, 2015 | Stress Management During The Examination- Mrs.Mallika Sekar | Self esteem, courage to initiate a path for entrepreneurship and to help oneself when in need of financial support. |
| 27 th Aug. 2015 | Seminar on leadership Mr. K. P. Madhavan Janarthanan IAS Academy. | Acquire ability to prepare art and craft works.To be efficient in improvising new techniques in teaching.Acquire the skill to: formulate the concepts and write skits and plays, prepare puppets, personalize the concepts and give expressions to it through voice modulation, use puppet shows to reach the message effectively to the audience (children) to train children in puppetry and puppet shows. |
| 11 th Sep, 2015 | Workshop in Paper Quelling- Sr. Sara | |
| 03 rd to 15 th Sep2015 | Abacus - Ms. Radhika | |
| 24 th Sep 2016 | Puppetry- Mr. Jeyaraj | |
| | | |

| Year and date | Courses on Community orientation | Values developed |
|----------------------------|---|---|
| 4 th Oct 2014 | Seminar on Gandhian Thought by- Mr. Andiyappan | Leadership, Sacrifice, Patriotism, positive attitude toward social change, appreciation for secularism, Compassion, desire to guard National Harmony, justice and equality. Respecting other religious principles, Appreciating womanhood, responsibility to care for those less fortunate than oneself. Develop interest in understanding the global issues and modifying one's thoughts attitude and become a source of inspiration to children |
| 8 th Dec 2014 | Seminar on Healthy Food For Healthy Life-Mr. Natarajan | |
| 2 nd Oct 2015 | Seminar on Gandhian Thought by Mr. Natarajan. | |
| 15 th .Dec.2015 | Seminar on Consumer Rights by- Mr. M. Ashok Kannan-Rally | |
| 2 nd Oct 2016 | Seminar on Gandhian Thought by Mr. Natarajan | |
| 10 th Oct 2015 | Waste Management, by Mr. S. V. Pathy | |
| 16 th Dec 2015 | Awareness programme in 'Climatic Changes' - Dr. R. Vijaya Asst. Prof. Academic Staff College, M.K.U Madurai | |
| 16 th Dec 2015 | Awareness programme on Cardiac Disease Dr. P. Shankar MD.DM, International Cardiologist, Apollo Specialty Hospital, Madurai | |
| | CT Camp for a week | |
| 17 th Dec 2015 | Water Resource Management- by Er. M. Dhanasekarapandian. M.E. PWD Madurai | |

| Year and date | Courses on Social Responsibility | Values developed |
|--|--|--|
| 3 rd Aug 2013 | Half day Seminar on 'Teachers contribution to the society to the development of communicative skill'. – By Dr. Kokila Thangasamy, Director, Research Department, Madurai Kamaraj University, Madurai. Half day Seminar on "Women teachers a rich resource to the community.' – Dr. Remy Corera, Associate Prof., Justin College of Education, Madurai | Acquire knowledge to develop in children the values of respecting women, extending assistance to others in emergent needs, develop right attitude toward the richness experienced through diversity and pluralism. |
| 8 th - 11 th Dec 2014 | Seminar on Women's Empowerment by - Mrs. Indira Jayasheeli Eye Donation Camp –Lion Dr. Ganeshan Inter Religious Harmony- Rev. Fr. Korko Mores. S.J . | |
| 14 th - 18 th Dec 2015 | Seminar on First aid by Mrs. Jasmine Seminar on eye donation awareness by lion Dr. Ganesh MJF Seminar on Human Rights by- Mrs. Arul Navarathinam- Librarian, SCCE- Seminar on Consumer Rights by- Mr. M. Ashok Kannan | |
| | | |

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

i. Interdisciplinary/ Multidisciplinary; ii. Multi skill development; iii. Inclusive education; iv. Practice teaching, v. School experience / internship; vi. Work experience / SUPW; vii. Any other (specify and give details)

Interdisciplinary/Multidisciplinary

- The Teacher Education programme presented by NCTE and adapted by TNTEU is multidisciplinary in nature. The curriculum includes Philosophical thoughts, Psychological principles and Sociological perspectives.
- Add-on-courses provide the student teachers hands on experiences to adopt with other methods of teaching which can be further incorporated in their own subjects.
- Activities are organised through:
 - **Clubs:** Red Ribbon Club, Human Rights Club, Consumer Rights Club & Eco Club.
 - **Cells:** Equal opportunity Cell, Grievance Redressal Cell, Guidance and Counseling Cell & Prevention of Sexual Harassment Cell.
 - **Associations:** Art and Literary Association & Science Association.
 - **Committees:** Sports Committee, Library Committee and Magazine Committee are well-planned in such a way that all student teachers participate with the guidance of the faculty which again provides room for sharing ideas from various other subject disciplines.
- The inclusion of ICT, Value Education, Yoga Education, Health Education, Physical Education and Environmental Education in the curriculum ensures the multidisciplinary and interdisciplinary effect. Thus, the core subjects and the school optional/pedagogy subjects are complementary to one another and equal weight age is given to all subjects. This motivates staff and students to achieve synergy.
- Seminars and workshops to train the prospective teachers in ICT skills, environment education, yoga, English communicative skills, and in First-Aid unfold interdisciplinary approach.
- Celebration of events, special days of the year, commemoration of international and national days and Miss. Carolina Day, provide varied learning experiences to the student-teachers. Guest lectures, field trips, visit to museum & zoo, and quiz competitions are arranged from time to time which strengthen the multidisciplinary means of knowledge input which are looked forward and participated enthusiastically. Also women empowerment programmes, inter-collegiate cultural and academic oriented competitions provide opportunities for interdisciplinary modes of sharing.

Multi-skill Development

- Multi-skill development is effected in our student teachers in multifarious ways to empower them with Skills to become efficient teachers for ‘New Gen Schools’ of today and tomorrow.
- In the revised curriculum, there is provision for the multi-skill development of teacher trainees through Computer Assisted Instruction, use of multi-media, e-learning, web-based learning, interactive learning, individualized instruction, etc.
- The college provides separate training for Microsoft office and other internet related skills. With the help of the language laboratory the student teachers get opportunities to develop their communication skills. The institution organizes a series of certificate courses / classes on spoken and written English and ICT skills.
- Microteaching sessions offered in the college contribute to the development of the multi-skill in student teachers. Each student has to take six microteaching lessons in a simulated

- set up. Microteaching classes are audio-video recorded, replayed and feedback is provided. Multi-skill development is achieved through practicing various skills during teaching like introducing a topic, explanation, use of black board, questioning, stimulus variation, reinforcement, etc. in normal classroom set up where they are sent for practice teaching. This enables them to acquire necessary skills for effective teaching. Pedagogical skills and Technological skills are developed through hand on experience workshops held for handling various electronic teaching aids during special training hours in the College. Training is provided to the students in the preparation of improvised teaching aids and models.
- Every day's assembly is an occasion when individually and as groups the student teachers express and develop their talents by way of acting, singing, orating, compeering etc. Intra-collegiate cultural competitions are conducted every year to showcase the talents and to inculcate the multi-skill development. Occasions like women's day, *Gandhi Jayanthi* day, Miss. Carolina Day are the times various competitions such as singing, dancing, skit, flower arrangement, painting, vegetable carving, salad preparation, juice making, art from waste, *rangoli*, paper quelling, pot painting, glass painting, hair-do, poem writing, essay writing and elocution are conducted to elicit and develop different talents of our students. 'Miss Carolina' day is a day unique to our College of multiple talent competitions where one is free to participate in any number of competitions to exhibit one's talents. The one who gets the highest score is awarded and honoured as 'Miss Carolina' of the year ['Carol' is the Italian name for 'Charles' and Carolina is the feminine term].
- Important national and international days are celebrated to achieve multi-skill development. Add-on-courses namely, Life Skills Education, Communicative English and Time Managerial skill, Stress Management and Positive thinking are conducted for student teachers as capacity building exercises.
- Physical Education is made compulsory in the regular curriculum framework to all students to improve their physical and mental health. Every student is involved in various sports activities. Sports day is celebrated to develop physical skills essential for development of intellectual skills. Our college encourages the students to participate in various competitions conducted by other Colleges of Education and Tamil Nadu Teachers Education University, Chennai. Participation in the Inter- collegiate Sports Day organised annually by TNTEU is an event where our students have manifested excellent performance and have brought laurels to the College.
- Annual Citizenship Training Camp inter-woven in the curriculum is conducted every year for the wholesome personality development of the student teachers.
- Club, Cells, Committees and associations are forums that provide our students achieve the multi-skill development.
- Annual tour is conducted to gain experience through travel by visiting places of educative value and aesthetic significance which is considered to be a study centric and rewarding trip culturally along with developing co-existing skill under varied situations.

Programmes are conducted and activities are inducted to develop the skills of the students in the following aspects:

Inclusive Education

- SCCE admits all students irrespective of caste, class, religion, language and ethnicity to guard its inclusive nature and maintain the policy of equity. Physically challenged, widows, divorcees, students from the most disadvantaged section of the society, from the minority groups, the first generation learners, students from the remote rural villages etc.,

- are given preference in the admission. They are given special attention in every aspect of teacher education programme.
- To facilitate learning special lectures on Inclusive Education, Learning Disabilities, and Teaching-Learning Methods for Differently-abled student-teachers are arranged periodically to develop a sense of empathy among the students.
- IQAC of the College arranges remedial / coaching classes to slow learners so that they will be able to keep pace with others. It conducts self-awareness and personality development programmes for them. The staff go extra mile to help these students.
- The first generation learners are guided and upgraded through individual care, attention and remedial coaching.
- The college offers an elective paper in Special Education to make the students aware of the prevailing problems in the rehabilitation of special children as per the TNTEU curriculum.
- TET coaching is arranged for uplifting the backward students following the principle of inclusiveness.
- Visiting Sneha Illam, the Old Age Home run by POWER HEALEE TRUST of Eastern Province of St. Charles, yields the reality about society and experience for the student teachers.
- Since most students come from villages and have inborn fear to do their studies in English, the option is given to choose Tamil or English to write their exams. Students also teach either in English or Tamil during their block teaching. The curriculum of the course is such that students irrespective of their age, degree and discipline take up the course. Students with minor physical disabilities are also admitted and assisted in following the curriculum.

Practice Teaching

The student teachers no sooner than their orientation program is over are inducted into microteaching practice in peer groups, video feedback session for reflective teaching, observation in actual classroom setting for imbibing the best teaching-learning teacher competency, preparation of lesson plan - writing both micro and macro, preparing teaching aids, models and training in handling the technological equipment. Demonstration classes by experts in all subjects have been arranged in simulated setting for process and skill imitations during the year.

The student-teachers' demonstration of microteaching skills, observation of the model class and the actual practice teaching are carefully video-recorded in order to provide feedback to the student-teachers about their performance. This video assisted feedback enables them to do self-evaluation (reflective practice – an ability to reflect on one's performance/action) and make strident progress within a short time.

School Experience / Internship

- Visits to different types of schools – Special Schools, and model Schools in the campus arranged with the prior permission of the respective school Head Master/Principal, enables the student teachers to understand the dynamics of the school. This experience of school visit prepares them to do better during their observation and internship.
- Student teachers also visit a few other normal schools other than their practice teaching schools in order to expand their horizon of knowledge about the different ethos that exists in those schools.
- 40 days for practice teaching to provide the students teachers with concrete experiences in the veritable school environment as per NCTE and TNTEU norms has been followed till 2014 – 2015. Student teachers are sent to the practice teaching schools well in advance,

- before the practice teaching sessions, in order to collect the time-table and syllabus from the concerned faculty members and observe the schools' routine activities.
- Through the practice teaching sessions, the student teachers gain holistic experience in teaching, planning and organizing appropriate learning experiences, using relevant teaching strategies, evaluation procedures, etc. Student-teachers are offered with opportunities to engage in serious preparation of lesson plans and of Teaching Learning Materials(TLM), constructing and administering achievement test, undertaking individual and institutional case studies, action research, organizing various co-curricular and extra-curricular activities with the help of guide teachers.
- Case study gives them scope for knowing the student behaviour. In carrying out the Action Research they learn to solve problems that arise in the school /class room situation. Observation and criticism on peer teaching, preparing tools for evaluation and statistical analysis of the evaluation are given priority. They also practice teaching lessons for games during their teaching practice which makes the practice teaching wholesome. Their involvement and integration into the practices of the practice-teaching schools builds up their administrative capacity. The subject teacher educators monitor, observe, evaluate and provide feedback to develop the right type of teaching competency. B.Ed programme having been made a two year one since 2015-16, the school internship is for 4 weeks (Observation) for the first year student-teachers and 16 weeks Teaching Practice for the second year students.

Work Experience /SUPW

SUPW sessions are organized once a week. The student-teachers are given demonstration on preparation of many useful products like phenol, washing powder, cleaning powder, ink, dolls, bleaching powder, files, paper and cloth flowers, covers, flower-vase, photo-frame, pen-stand, table-vase, fresh juices, paper products, etc. The students are given hands-on experience to make the same products thus generating Creative knowledge to our students so as to train in-turn their students in making various products. A special workshop was held in Paper Quelling and the participants were given certificates. This work experience gives them a lot of scope for preparing not only teaching learning materials but earn a living through home industry. During internship work experience empowers them to train the students in this purposeful venture.

- Awareness programmes were held on AIDS, Blood Donation, Organ Donation, Healthy Food preparation (indigenous diet)
- 'Compassion Galore'- a FETE for fund raising enables the student teachers to be empathetic, innovative and dynamic in taking social actions.
- Counseling Cell is established to encourage the student teachers gain experience in counseling. Slow learners in the model Schools are given separate remedial coaching.
- Gardening: The students tend herbal garden in the college campus. To protect the plants in all seasons students grow them in portable pots, natural manure is produced through processing the decomposable organic matter.
- Students undertake community developmental work in the neighbourhood and social values are brought to people's awareness through skits, folk music and dance.
- Awareness program on health and hygiene is conducted and cleaning the surrounding is initiated.

1.3 Feedback on Curriculum

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

Student Teachers

- The students furnish feedback about curriculum, teaching and teacher educators through questionnaires administered twice a year, one at the end of the first term and another before the close of the academic year.
- The institution gathers valuable feedback from the student teachers about each academic programmes like guest lectures, seminar and workshop conducted for the benefit of student teachers.
- The student-teachers take active part in the review of the programmes conducted. This enables the institution to take note of the strengths of the programmes and the areas to be improved.
- The institution attends to the needs of the student teachers and takes remedial measures. Informal discussions are also held from time to time to collect their response on the curriculum use. The Principal interacts with the students on a regular basis to collect their views on the curriculum, the methods and extent of implementation.

Alumni: The institution conducts every year annual alumni meet. The Alumni acts as a rich source of updating the curriculum. A questionnaire is administered at the time of their annual gathering. The analysis of the feedback and the interaction with the alumni help the institution become aware of the areas of the growth to know about the relevance of the course content, coverage, etc. Their recommendations and momentous suggestions are of great help to the institute to device strategies for modifying the curricular activities.

Training in Abacus to the student- teachers was organized as a response to the feedback given by alumni.

Community: The institution welcomes the feedback from the parents and the spouses during parents meeting. The Head Masters / Principals of the practice teaching schools give their feedback during Headmasters' Colloquium convened by the Management and the Principal. They also clarify the current trends in the teacher education and propose certain recommendations so that those elements of curriculum can be adapted to the school framework. Concept enrichment programme is conducted for the student teachers to enhance their subject knowledge. During the campus interview the recruiters offer their suggestions to improve the teaching skills of the student teachers.

Academic Peers: The institution receives feedback from the academic peers who attend the academic programmes like seminars, symposia, workshops, consultancies and special lectures for the effective organisation of the programme. Our periodical collaboration with academicians and educationists enable us to review the curriculum in an objective manner and their input serve as an impetus to introduce new elements and add courses as a part of curriculum for enhancement of student teachers knowledge.

The Academic Committee elicits the feedback from the experts. Our faculty members interact with faculty members of other institutions to update on curricular developments. Feedback from peers is gathered during formal meeting of Principals / Head of the departments. Informal interaction of faculty members during workshop and other meetings are also utilized for the same purpose.

Other Stakeholders

Resource Persons: Resource persons for various academic programmes and directors of center of learning also give us feedback. They always encourage and give us enormous scope to bring in new elements in the existing curriculum so that the process of teaching-learning would be very effective in terms of content and method.

Employer's appraisal of the curriculum is obtained through formal (or) informal feedback on content relevance, teaching competency, classroom management, students' participation, course duration, curricular and other activities.

Community: Input from parents of the students and interaction with the neighborhood schools provide general feedback about the related curricular / co-curricular activities.

Parents: The Parents too are active participants and a healthy interaction with the parents is facilitated and encouraged. The meetings of the parent teachers association held provides a forum for the parents to give their suggestions on academic engagements and other aspects of the College in open and the feedback forms were filled in by each of the attendees which were analysed.

Self-appraisal of the members of the staff: At the close of every academic year, every staff member furnishes the details of the work load, participation in workshop/seminar, special task performed during the session, academic progress, class result etc., which are assessed by the head of the institution. This helps in understanding the performance of each of the faculty members. (Appendix I)

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

Yes. We employ various mechanisms to analyse and use the outcome based on the feedback for desirable changes in the curriculum.

- Feedback obtained from various sources like student-teachers/alumni/stakeholders/ community/ academic peers etc., through feedback forms and is placed before the Internal Quality Assurance Cell (IQAC) which in turn appoints a committee to codify the feedback and to categorize them under different headings. The committee then analyses the feedback and presents the report with recommendations to the Management/Principal. They plan to amend the areas to effect purposeful curriculum.
- Feedback got from the student teachers every year is given high weightage.
- Feedback from the alumni is always considered with value for their authenticity and good will.
- During the Parent Teacher Association meetings, the feedback obtained is outright in open forum and that gives us opportunities for clarification and decision making.
- Casual and informal conversation with students by the Principal and staff as and when are also the means to get to know the real expectations of the students which is discussed at the time of staff meeting in common. Suggestions recorded in the minutes of staff meeting and academic committee is incorporated into the curriculum.
- The analysis made on the feedback gathered from academic peers is sent to the University with the view to help in modification or revision of the curriculum. When opinion is called for by the University on the curriculum the analysis of all these feedbacks helps us to give our suggestions readily.

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

- Suggestions worthy of serious consideration obtained through any source to improve / modify the curriculum are sent to the academic council of the University that frames the syllabus.
- Suggestions to the University are also made by the Secretary / Principal during the meetings convened by the University when the topic of curriculum is dealt with.
- The institution updates with the latest edition books, various national and international journals in the library in order to improve the curriculum transaction and research exploration.

1.4 Curriculum Update

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

- Notable changes have been made in the curriculum by TNTEU in follow up NCTE 2014.
- Duration of B.Ed. has been increased from 1 year to 2 years.

Theory Courses:

Year I

Four core papers related to perspectives in education along with suggested activities in the place of three core papers of the theory components of the previous plan.

| Current Plan - Group A | Past Plan |
|-------------------------------------|---|
| Psychology of Learners and Learning | Psychology of Learning and Human Development |
| Education in Contemporary India | Education in the Emerging Indian Society |
| Education & Socialization | ----- |
| Essentials of Teaching and Learning | Educational Innovation & Curriculum Development |

Group B:

- I. Curriculum and Pedagogic Studies (One subject relevant to the main subject in UG/PG Degree. The students do their specialisation at Level I and Level II. Level I refers to upper primary (Classes VI-VIII) and Level II refers to Secondary (Classes IX-X) appealing to UG degree holders or Higher Secondary (Classes XI-XII) appealing to PG degree holders.
- II. Assessment of Learning (Compulsory to all)

Group C: Enhancing Professional Capabilities

- I. Yoga, Health and Physical Education
- II. Environmental Education
- III. Information and Communication Technology in Education
- IV. The 12 Elective Courses (out of which the student could choose one is not available in the present plan). In all, the students write 9 theory papers at the end of the first year. Internal marks have been increased from 20 to 30.

Practicum:

Year I

- The School Internship is only for 4 weeks spent in the associating Schools primarily to observe the classes and prepare teaching aids for the guide teacher's classes.
- Student-teachers are expected to engage themselves in various practical activities while they are in the School.
 - Observation of Mentor Classes: Level-I & Level-II
 - Identifying and Analysing the Diverse Needs of the Learners: Level-I & Level-II
 - Exploring and Preparing Teaching Learning Materials (TLM): Level-I & Level-II
 - Reflections on Continuous and Comprehensive Evaluation (CCE) practiced in Co-operative Schools: Level-I & Level-II
 - Assessing and reporting on the Environment context of Co-operative Schools.
 - Organisation of Study Circles/ Science Clubs/ Forums with respect to the nature of the basic subject of student teachers
 - Interactions with School Administrators, Teachers, Parents and Community
 - Analyzing and reflecting on the School Textbooks: Level-I & Level-II
- In the first year there are 29 practical records to be done by the student-teachers. Level I refers to upper primary (Classes VI-VIII) and Level II refers to Secondary (Classes IX-X) or Higher Secondary (Classes XI-XII). (Annexure III)

Internship:

Year I: In the new curriculum framework, the duration of school internship is 4 weeks in the first year whereas the duration of school internship was 40 school working days in all including observation.

Year II: The frame work presented by TNTEU for the second year includes subjects which were mere topics under bigger units in the previous frame work and activities aiming to give hands on experience in different aspects of art and work experience in the educational aspects. The present design also is likely to change.

Quality Improvement:

- Subjects like Yoga, Health and Physical Education; Environmental Education; Information and Communication Technology in Education which were optional have been made compulsory and that enhances the chances for everyone to be well instructed in these subjects of national significance.
- Assessment and Learning has been made a distinct subject which paves good foundation for test construction and analysis in the second year.
- Introduction to the School atmosphere, administrative strategies etc. through 4 weeks of observation in the School is appreciable.

Student Satisfaction:

- Two years of course duration; 9 theory papers in the first year; 29 records in one year alone are all not much welcomed by the students and staff due to escalated cost and enhanced duration of completion.

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

- Our college is affiliated to TNTEU that has its own strategies applicable to all the colleges and therefore we have little to do with curriculum revision and updating.
- The institution never slacks in adopting strategies to include various activities; skill based training programs, multiple learning experiences, value added courses within the curricular framework etc., based on the periodic feedback keeping in mind the beneficiaries and their development that is urgent to meet the needs of the new generation.

- The institution periodically receives the feedback from the student community and from practicing schools in formal and informal ways to keep pace with the current trends in the country and the world. The institution takes all the necessary efforts to equip the student teachers with teaching competencies, communicative skills and latest technology based teaching-learning.

The students of this institution are known for their excellence in skill and competency in teaching. (Appendix I)

1.5 Best Practices in curricular Aspects

1.5.1 *What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?*

- The quality enhancement measures are achieved by arranging guest lectures, organizing seminars, conducting work experience programs and add-on courses.
- The members of the faculty participate in a number of seminar programs to adopt the best practices in teaching and for quality enhancement.
- The faculty of the college has evolved a hand book for nurturing creative thinking among the learner.
- The institution engages in research and publications to assist teachers and student fraternity for their academic and non-academic excellence.
- Academic and non-academic measures like remedial teaching, arts / sports activities, researches and social projects are conducted.
- The students are given mentoring, and guidance and counseling services on various academic and non- academic aspects.
- Realizing the need to march relentlessly towards excellence in enhancement of quality, national and international level seminars and workshops are on various themes that serve the needs of the educationists are organised.
- Trainees are given training in PowerPoint presentation and audio-visual equipments like OHP, LCD projectors and other electronic equipments.
- Resource persons are invited from university departments and other institutions to encourage and instruct the students' research activity.
- The institution has given training and practice in e-mail creation, practice in browsing internet and in Microsoft office.
- The following measures are undertaken by the institution ensuring effective development of the curricula:
 - Introduction of Skill based courses
 - Introducing extension programs with social relevance
 - Continuous Internal Assessment
 - Students' feedback and suggestions
 - Self- appraisal by teachers
 - Availability of suggestion box
- Role of IQAC in planning, organizing and monitoring all the academic endeavors and accomplishments of the institution exemplifies quality assurance and sustenance.
- To enhance skills of the Teaching Faculty, the college provides necessary orientation and training in Counseling skills, Research Methodology, SPSS, ICT skills and opportunities to take part in seminars and workshops to ensure quality sustenance.
- The college promotes religious harmony through conduct of interreligious prayer service.
- The college follows a systematic feedback mechanism to obtain valuable feedback from student-teachers, alumni, stakeholders, community, academicians and staff about curriculum transaction.

- The college redesigns the evaluation procedures to reduce stress among the student-teachers.

Promoting an apt ambience for staff and student-teachers for effective teaching-learning process, commitment of management, staff and student-teachers towards the quest for excellence within the curricular framework by being innovative and creative in all that is undertaken and developing a culture of quality in the teaching-learning process by introducing new elements like theatre pedagogy, yoga practice and training in ICT skills in the curriculum, human values development, etc. enhance quality sustenance and quality enhancement.

1.5.2 What innovations/ best practices in “Curricular Aspects” have been planned/ implemented by the institution?

- Group discussion, PowerPoint presentation, debate, quiz, web-based assignments by the students are the innovative techniques practised.
- A number of guest lectures and a few video conferences were organized during the last five years.
- Practical orientation in the syllabus develops the student teachers’ social intelligence.
- Hands-on training in the language laboratory is provided.
- Preparation of College annual magazine by Magazine Committee, best library user award, critical thinking exercise are some of the innovative practices to strengthen the reading and writing habits.
- The institution conducts special classes on English Communicative Skills, Skills of Micro-teaching and Soft Skills for the employability of the student-teachers.
- The institution conducts Concept Enrichment Program to refresh the learners of the basics of each optional subject.
- Technology Enabled Learning is encouraged for curriculum transaction.
- Workshop on Continuous and Comprehensive Evaluation (CCE), Activity Based Learning (ABL) and Active Learning Method (ALM) are organised for the benefit of the student-teachers.
- Visit to Home for the Differently-abled is a part of teacher-education curriculum.
- Field trips are to have in-depth knowledge of the optional subject.
- To balance the theoretical and practical aspects of the curriculum, the college provides practice teaching and internship in various practice teaching schools.
- Environmental awareness is provided to the student-teachers.
- Herbal garden in the campus provides a healthy impetus.
- Due emphasis is given on reflective practice while teaching.
- Conduct of Seminars, debates, annual cultural extravaganza and sports meet are innovative in nature.
- Co-curricular and extra-curricular activities are to bring out the hidden talents of the student-teachers through Clubs, Cells and Associations.

Additional Information to be provided by Institutions opting for Re-accreditation /Re – assessment.2nd cycle

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

Evaluative Observations made in the first assessment and how they have been acted upon:

- Within the framework of syllabus provided by TNTEU to which our College is affiliated we have added a number of value based courses every year in different curriculum

- aspects. For example, Communication Skill, Introduction to Research Methodology, Seminar, Workshops and courses to develop technological Skills, Workshop and Seminars in themes related to Environmental issues to give a holistic development of student teacher.
- College opened the provision for students to choose any one from among all the options offered under electives.
- In the feedback collected from the students, no element of serious concern has been indicated worthy of being communicated to TNTEU to make improvement. However College has done all its best every year to make the curriculum holistic for student development through periodical seminars, workshops, guest lectures etc.
- Feedback on curriculum is collected from Alumni, parents and Employers every year and the suggestions are considered reasonably.
- The suggestions of the students over the changes made in curriculum frame for the year 2015-16 have been communicated to TNTEU since some major changes have been implemented only in this year.
- National curricular modules like ‘Teaching Models’ have been referred very much to update the curriculum. A seminar cum workshop resourced by Pro. D.N. Sansanwal was held in the year 2011-12. A book on teaching models secured in Hindi version has been translated for the reference of educators and student teachers. This is an effort made solely by the college to update the curriculum.
- Series of best practices have been introduced and executed in curricular aspects viz.
 - Strengthening the role of IQAC in planning, organising and monitoring all the academic endeavors and accomplishments of the institution continuously towards quality assurance and sustenance.
 - Enhancement of the skill of Teaching faculty by providing them the necessary orientation and training, thus academic freedom
 - A holistic approach that ensures reflective practice to curriculum transaction through mentoring and continuous intellectual and emotional assistance
 - Following a systematic mechanism to obtain valuable feedback from holding periodical meetings with the staff and student-teachers, stakeholders, and academic peers to identify the areas of strengths and areas for further growth and improvement
 - Redesigning the evaluation procedures to reduce stress among the student-teachers
 - Enhancing technology enabled learning, Organizing various workshops on the use of Computer Technology
 - Conducting special classes on English Communicative Skills, Skills of Micro-teaching and Soft Skills for the employability of the student-teachers
 - Organizing field trips to refresh the learners of the basics of each optional subject
 - Workshop on Continuous and Comprehensive Evaluation (CCE), Activity Based Learning (ABL) and Active Learning Method (ALM)
 - Concrete community based activities of visits to Home for the Aged, remedial coaching classes and counseling sessions to children in the model Schools
 - Environmental and spiritual awareness provided to the student-teachers
 - Due emphasis on reflective practice while teaching
 - Conduct of seminars in ICT related topics to widen and deepen the knowledge in different perspectives of technology in Education and Pedagogy
 - Debates, panel discussions, competitions, sports meet as co-curricular and extra-curricular activities to bring out the hidden talents of the student-teachers

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

- There is a development of culture of quality in the teaching-learning process.
- Meaningful and reflective practice in teaching skills enabled through video feedback during the micro teaching practice session in small groups facilitate quick progress in development of professional skill.
- Development of Communication skills of faculty members and students is taken care through courses organized particularly for that.
- Faculty competency is ensured for all the subjects.
- Faculty members have acquired higher qualification encouraged and supported by the Management.
- All the faculty members are adept with computer technology and employ techno based process frequently for teaching.
- To develop the all-round personality of the student teachers, a multiple set of learning experiences along with the use of ICT has been integrated in the curriculum for all the students.
- Computer lab is enriched with new systems etc.
- An hour a week for ‘Critical Thinking’ exercise has been introduced.
- Core values of NAAC and the institution are consciously being practised.
- Faculty improvement related activities such as participation and presentation of papers in Seminars in our College and in other institutions are encouraged.
- Conference and Workshop in Research methodology, ICT and Statistics (SPSS) have been particularly organized by the College for the benefit of the student teachers.
- A two day seminar cum workshop in Models of Teaching has been organized for all the staff and the students.
- Teaching aids are given back to the practicing schools both after the teaching practice and after the Practical Examinations.
- Staff members have been encouraged to publish papers in reputed journals and a number of papers have been already published.
- Alumni meetings are very regular, model classes and other interactive sessions have been availed for quality improvement.

Part II - 2.2.2

**Criterion II : TEACHING - LEARNING
& EVALUATION**

CRITERION II

TEACHING, LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

- Admission process of St. Charles College of Education is based on the criteria applicable to self financed minority colleges.
- The process of admission:
 - The admission committee comprising the Secretary, the Principal, the Vice Principal, the office superintendent and a member of the staff revise and frame the guidelines for selection and admission processes based on the norms of UGC and the affiliating University viz. TNTEU. They also adhere to the Policy of the Management in framing the guidelines.
- General Admission Policy of the Management:
 - All the 100 students are admitted under management quota.
 - Only women are admitted.
 - No age limit to the applicants.
 - Admission to the college is open to all candidates irrespective of caste, creed and socio-economical background.
 - Preference is given to Catholics and Christian minority students; women who are economically backward; girls from rural areas; widows and physically challenged students.
 - Qualification and minimum marks required are as per the University (TNTEU) norms.
 - It is both residential and day scholar programme.

The Committee designs the process of admission to B.Ed. programme taking every effort to make it transparent, equitable and accessible.

- Dates for issuing the applications and availability of application through online mode are made known through its website, posters, pamphlets, Dailies, Boards in public places, handbills and bulletin boards. Thus, publicity is made to ensure accessibility.
- The applications received are scrutinized by a special committee comprised of administrative staff and the teaching staff. The candidates are intimated through Short Message Service (SMS) and direct calls. The eligible candidates are given the dates for personal interview and admission in the order of their submission of application.
- The applicant after the verification of original certificates and the personal meeting with the Principal is admitted if found eligible. On the day of admission the candidate is expected to bring her parents/husband/guardian.

Uploading the relevant information about the B.Ed programme offered by St. Charles College of Education, eligibility for B.Ed. programme, and about the issue of application for B.Ed programme in the College website and displaying the same in the College bulletin board and constituting committees for Admission and Selection in order to ensure accessibility, transparency, equity and strict adherence to the norms of Government regulatory bodies and the admission policy of St. Charles Educational Commission are an integral part of admission process.

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

B.Ed., programme offered by St. Charles College of Education has been advertised through a number of transmitters:

- The staff and the alumni of SCCE, the recruiting schools, practice teaching schools and well-wishers are being the best agents of publicity for B.Ed programme in SCCE.
- The collaboration that SCCE has with other units in SCCE College Campus in organising various programmes, the interaction of our students with the celebrities, our association with various school heads and guide teachers during internship also give wider publicity.
- The name board that carries St. Charles College of Education is placed at strategic points such as the bus stops, street corners of Tirunagar, Thankkankulam and Thiruvalluvar Nagar, at the entrance of St. Charles Convent, the back gate on the western side of St. Charles Convent, on the water-tank in the 2nd floor of the College.
- Hand outs, and brochures are placed in the lobbies of popular hotels and Colleges in the city and distributed in colleges and other educational institutions in the city.
- College annual magazine is distributed to the alumni and other stake-holders every year.
- Ad is given in more than one popular daily newspapers distributed throughout the state.
- Annual calendars printed with the address, telephone numbers; website and e-mail ID are distributed in all the parishes (Churches) of Madurai and some of the parishes in the surrounding districts of Madurai.
- Ad-boards are attached to the city buses on contract basis, fixed to the posts at different vantage points of the city.

Information provided to the prospective students:

The College Prospectus carries: The philosophy of the institution, its goals and objectives; Infrastructure details inclusive of transport means and hostel facilities; Course details, interdisciplinary programmes, eligibility required, duration of the course; website and e-mail information and pictures of the infrastructural views.

The College website:

The college website is - stcharlesbedcollege.org

1. Home

- Our homepage has seven menus at the top of the page titled “Home”, “About us”, “Infrastructure”, “Courses”, “Faculty”, “Photo gallery” and “Contact us”. At the click of the each menu button will lead the user to pages pertaining to the title.
- A welcome slide show and our college logo, followed by our vision, mission, objective and aim described in detail.
- At the left pane of the homepage we have the complete contact details of our college and we have a hyperlink titled “New Events” which lists all the events in a chronological order that has been held in our campus and another hyperlink titled “IQAC Newsletter” leading to the latest IQAC Newsletter published by us.
- At the bottom of the left pane we have Flash News Scroller, where we update our most recent events and information, followed by a hyperlink titled “Application Form” where interested candidates can download the application form for B.Ed course conducted by us.
- At the bottom of our homepage we have two hyperlinks titled “Mandatory Disclosure” and the “NCTE Order”. The former hyperlink leads to Annexure I, II and V and the latter leads to scanned pages of NCTE Order obtained.

2. About us

- A brief description about the history of St. Charles Congregation, the life of its sisters and their mission worldwide.
- The social, medical and the educational service of the congregation in India.
- A sketch of St. Charles Society in Madurai and its varied educational and health services.

3. Infrastructure

- Photos of our college in a pristine environment.
- Students in uniform performing various activities.
- Photos displaying our well equipped and spacious computer and science labs.
- Language and psychological lab with necessary audio visual aids.
- College play ground area and courts.
- State-of-the-art library with 5000 plus books, magazines and newsletters.

4. Courses

- Course offered and the details about its affiliation.
- Subjects offered and its eligible criteria.
- Shuttle bus service for the day scholars and the hostel facility for boarders.
- Particulars about students admitted in current year.

5. Faculty

- List of teaching faculty as per NCTE's Annexure III disclosing their qualification, position, approval and experience.
- List and details of our supporting and non teaching staff

6. Photo gallery

- Display of photos of various sessions, seminars and events held in college.
- Alumni meet and their activities.
- Seminars on various skill sets.
- Convocation day, Sports day and Annual day events.
- Field trips and visits pertaining to education.

7. Contact Us

- Display of complete postal address with pin code.
- E-mail and telephone number with fill country and local code.
- A form to entertain students query.

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

The institution monitors the admissions through a committee comprising the Secretary, the Principal, the Vice Principal and the Office Superintendent and a member of the staff. The selection and admission of prospective students to B.Ed programme are solely handled by the Admission Committee.

Procedure:

- The applications are scrutinized and the eligible candidates are selected as per the criteria and norms stipulated by Government regulatory bodies as well as by the Management to ensure that the prospective students are equitably admitted.

- All the candidates who fulfill the requirements are called for interview.
- The Chairperson of the Admission Committee plays a crucial role in surveillance of the strategies and the norms followed by the Selection Committee to select the prospective students equitably taking into consideration not only the students' academic achievement but also their socio-economic background.
- The selected candidates as per the criteria are admitted to the course.

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

- St. Charles College of Education is a college for women since the Society of St. Charles upholds empowering women. It admits students from different states and linguistic communities like Telugus, Malayalies, Kannadigas, Sourashtras, Konkanas and Jharkandees, thus plurality is encouraged and necessary steps are taken to retain the students admitted to the Institution.
- A two-day orientation programme in the beginning of the academic year introduces the admitted students to the characteristics and dynamics of SCCE using the College Calendar, to build confidence and to become familiar with the B.Ed programme.
- A guided introduction is given to the various units in the campus to make good use of the infrastructure facilities of the college with the available resources.
- Interaction with the parents and spouses in the beginning of the academic year gives the student teachers hope and courage and makes them feel comfortable.
- Financial assistance to the deserving economically poor, the first generation learners, and the disabled in terms of getting scholarship from the Management, SC/ST and Minority scholarship from the Government, educational loans, provision for payment of fees in installments are assured.
- Remedial coaching to the slow learners after the class hours; Bridge course to those who are not conversant in English language; and Basic Computer course to those who are computer illiterate; Guidance and Counseling to the prospective teachers; and offering mentoring are given.
- Workshops and guest lecturers provide a strong practical orientation to all the students admitted and help them in their overall personality development, career vision and career prospects.
- Physically challenged students are given special attention and they are supported in terms of their individual needs.
- Hostel facility is provided for those who come from faraway places.
- The socially backward and economically weaker students are given scholarship / fees concession.
- Ensuring equal opportunity to all the students admitted to the institution irrespective of language, community and religion fosters a sense of belongingness and thus contributes to national development.
- Promotion of quest for excellence and the use of technology creatively in effective teaching-learning, captures the attention of the students.
- Creating a space for the development of social responsibility and organising various events enable them to become responsible prospective teachers.
- Providing immediate Health care and wellness through St. Charles Health centre in the campus accelerates the momentum.
- Close observation of students by mentors, counseling by the student counselors and spiritual assistance by religious persons instill confidence and courage in student teachers.

- Discipline, organizational order, purposeful activities, time-to-time evaluation, regular remedial activities, person-centred approach of the Principal and staff go a long way in retention of diverse student population admitted to the institution.

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

SCCE assesses student's knowledge/ needs and skills before the commencement of teaching programme.

The means devised are as follow:

- Entry behaviour test is administered in the beginning of every academic year to know the level of the teachers aspirants' content knowledge, creative writing, clarity of hand writing, depth of general knowledge, computer knowledge and of English and Tamil proficiency as they begin their teacher education training programme.
- The students' potentials with regard to co-curricular and extracurricular activities are also identified during the ice-breaking sessions organised on the reopening day. Each student is given an opportunity to present a brief introduction about oneself on the day of commencement in such a way to identify each one's strength, skills and talents.
- Remedial measures are provided to slow learners during their course of study to improve the language fluency and proficiency.
- The special needs for physically challenged students and women, destitute, widows are identified with an informal discussion with them at the time of admission.
- A strong practical orientation is given to imbibe the spirit of the College, to build a healthy relationship with one another and to encourage synergy among students.
- Concept enrichment programme with regard to their pedagogical subject is arranged for the student community with an aim to refresh their memory and to recall what they learnt and thus to bridge the gap.
- To bridge the gap between school (Tamil) and college (English) bridge course is taught to the admitted students with a purpose to improve their communication skills in English.
- Theatre pedagogy is organised for thematic assemblies conducted by student teachers to depict the essence of moral values through skit/role plays with a view to make them understand the role of teacher as performer.
- An informal interaction of the mentors/educators to come in touch with the feel of the student teachers goes a long way to enable the management to assess the latter's needs. The mentors create for each student teacher a profile record in the Mentor's Diary.

2.2 Catering to Diverse Needs

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

SCCE being an institution managed by the religious women committed to empowering especially the poor and the marginalized, it is passionate about creating an overall environment conducive to learning. It is faithful not only to the holistic development of each student but also to the establishment of a more just social order in an ever changing techno-world. The functional strategies are as follow:

- An ice-breaking session is organized for the students with a view to know each other, to have introspection about one-self with regard to their talents and other potentialities, to get rid of shyness, to develop social and communication skills.
- Orientation programme is organized with the objectives to get to know about the heritage of the college, it's vision and mission, faculty members, nature of the programme, the infrastructure and the instructional facilities available in the institution, rules and

- regulations to be followed, scheme of examinations, co-curricular and extracurricular activities organized by the college, etc.
- Conduct of daily assembly by the students on a particular value as the theme illuminates the viewers to inculcate values.
- A bridge course is organised to revive in students the thinking process oriented to their subjects and to enable in them confidence to restart their school to college academic career.
- Adopting different modes of interaction and providing immediate feedback to the teacher trainees to modify their entry behaviour in the desirable direction develop in trainees the necessary competencies and qualities.
- batches (Tamil Medium and English Medium) of manageable strength enable the students get maximum care and individualized attention.
- Sharing of news and views by the Principal with respect to teaching-learning and displaying useful information on the bulletin board by each department/association/club/committee/cell enthuse learners.
- Adoption of new innovative methods of teaching and learning like use of ICT in class room, encouragement of collaborative learning methods like group discussion, group study and project methods facilitate the students to think out of box.
- Well-ventilated classrooms with proper lighting, conference room with touch sensitive smart board provides a conducive learning atmosphere to the students during the delivery of instruction.
- Video-taped micro-teaching sessions, interactive sessions on observation and classes to prepare lesson plan, demonstration classes by all optional subject experts from outside, information about the latest updates on teaching profession are some of the salient features teaching-learning in the last five years.
- Interaction with the students during teaching-learning; quiz, panel discussion, debates, etc. are some of the useful activities that reinforce their learning as well as their interpersonal relationship.
- Remedial coaching after class hours, guidance and counseling and mentoring help students emulate right perspective.
- Conducting various co-curricular activities like cultural programmes and competitions infuse in them social ideals of our country and core values of Christianity that act as guiding light for the student teachers to become responsible educators of 21st century and promote faith, provide justice and preserve harmony in the world.
- Participatory approach adopted by the Institution encourages a free and flexible organizational climate suitable for learning.
- Every student teacher is being made to feel respected, honoured, and privileged and is provided with ample opportunities to exhibit their potentials, and to express their genuine views in an open forum.
- Citizenship Training Camps promote leadership skills and field trips, visits to educational centres of excellence and special schools, make the students understand how skilled freelance gallery of teachers make learning more meaningful, utilizing the learning resources of library, ICT centre and laboratories.
- Hostel facilities are ensured with safety and comfort of a home through mentor system, grievance redressal cell, on-campus recruiting centre, anti-ragging squad / committee which drive the learning process more meaningful in a conducive environment.
- Book bank facility, reprographic facility, web-based materials and power point presentations in the computer laboratory, development of English language fluency through language laboratory, variety of methodology of teaching by the faculty, continuous assessment, periodical supervision during internship practice and submission

- of assignments (including e-assignments) provide rich and viable climate in the production of quality teachers.
- Information and communication facilities: Bulletin boards, telephones, internet, newspapers and magazines etc.
- The environment is naturally conducive for learning by its seclusion from noise and other pollutants.
- Guest lectures, seminars, workshops and group discussions on both curricular and co-curricular topics create an ambience of academic excellence.
- Model schools in the campus offer facilitation.
- Canteen, instant coffee maker, stationery store, health center provide a favourable climate within the campus.
- In order to share the resources, a *wi-fi* network is established.
- Laboratories and halls are fitted with technical equipments such as server, interactive Board, LCD Projectors etc.

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

The college meticulously plans various activities for the academic growth of the students:

- The institution provides the library, magazines, journals, and well-equipped laboratories to update their knowledge.
- It facilitates information and communication technology.
- Outreach programmes like field trip, tour, special school visits, book show and exhibition; guest lectures on various topics, seminars, workshops and group discussions on both curricular and co-curricular topics cater to the diverse learning needs of the students.
- Infrastructure is disabled friendly.
- Hostel facility is for those coming from other states, districts, towns and villages.
- Transport facility is for those from the city and the suburb.

Staff assistance to students after working hours based on their special needs:

Low Achievers: The faculty members constantly monitor the academic performance of the different categories of students by conducting formative assessments such as periodical tests, practical oriented assignments, seminars, experiential learning through practicals, library based activities, group discussions, panel discussions, co-operative learning and learning on location. Based on the results of the assessment, the subject teachers prepare suitable remedial programmes and effectively implement them to cater to the academic needs and improvement of the low achievers. The individualized assignments and the constructive feedback provided by the concerned teachers in each subject greatly help them for further academic improvement.

Advanced Learners: In the classroom environment, the advanced learners are identified by the concerned subject teachers adopting variety of techniques. The advanced learners' academic needs are met by adopting innovative techniques of teaching and learning such as video reflective learning, brainstorming sessions, think-pair-share, mind mapping, panel discussion, project-based learning, peer teaching, seminar presentation and multi-media presentation. The resources of advanced learners are considered as a great boon for other students of the class / subject. Further, they are involved in teaching the low achievers and mediocre learners under the ability grouping and monitoring mode. They are also involved in academic planning, shouldering the responsibility of teachers, helping the low achievers and taking a lead in other activities of the college. However, the advanced learners are encouraged by the concerned subject teachers by creating an environment or organizing various programmes in such a manner to involve them.

Participation in inter-departmental, inter-collegiate and national level academic programmes provide opportunities for high achievers to experience academic excellence. Advanced learners are motivated to participate and present papers in intra / inter-collegiate seminars and conferences.

Relative Reflective Provisions: The college provides Hostel facility, placement cell for the recruitment of teacher trainees from the different strata of the society, guidance cell for personal and academic needs, anti-ragging committee / scholarship for the socially and economically backward students including SC /ST students.

- Certificates are issued to the students who excel in the add-on-courses of their own interest namely, Communicative English, School Management and Life Skills.
- Library is also equipped with resources in the form of audio-video cassettes and books.
- Vast play ground helps our student teachers including outstanding achievers in sports and games to develop physical co-ordination, strength and flexibility, as well as provide recreation and joy.

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

- Students are admitted from all strata of the society with no distinction of class, creed and colour.
- The curriculum designed and executed, integrates the study of subject knowledge, human development, pedagogical knowledge and communication skills.
- The programme comprises three broad curricular areas: Perspectives in Education, curriculum & Pedagogic studies and engagement with the field.
- The course on, ‘Contemporary India and Education’ a core subject in the first year, deals with conceptual understanding about issues of diversity, equity and marginalization in Indian society and the implications for education.
- Curriculum and Pedagogic studies enable the students link school knowledge with community life.
- The curricular areas of ‘Perspectives in Education’ and ‘Curriculum & Pedagogic studies’ offer field engagement through different tasks and projects with the community, the school and the child in the school and out of school.
- Collaboration with schools for developing CCE practices, community based engagement, environment based projects are utilized to envision and understand the role of diversity and equity.
- Team teaching, Group activities, Workshops, Panel discussions, Brain storming sessions, Clubs, Cells and Association programmes; Students led seminar programmes; Camp activities, internship programme, projects, field trips and educational tours, screening movies of educational importance and interaction with educationists, philanthropists, Inter collegiate sessions etc., are held for student teachers with an aim to promote a sense of common citizenship and culture, to build up national integration and thus enable them to understand the role of diversity and equity .
- All the curricular and co-curricular activities like group study, group discussion, panel discussion, quiz, debates, symposium, colloquium and training are given to face the real life situations; to enable the prospective teachers to develop the ability to internalize new ideas constantly and creatively for peaceful co-existence and synergy; to improve their sensitivities and perceptions for furthering the goals of socialism, secularism and democracy enshrined in our constitution and finally to be imbued with a strong commitment to humane, moral, spiritual, and secular values and to social justice.

1. Practicum: The diverse needs of the learners are met through periodical curricular practical sessions on preparation of creative records, test and measurement record, health education record, undertaking projects on action research, case-study (individual and institutional), text-book review, conducting psychological experiments, participation in annual camps and annual educational tour, preparation of SUPW materials, PowerPoint presentations, audio-visual aids etc.

2. Houses: In order to provide an opportunity to the student teachers for self expression, developing leadership qualities and for conducting various competitions at college level, the student teachers are divided into four houses viz. Silver, Gold, Diamond and Platinum. Each house is taken charge of by two faculties and all the four houses are coordinated by the extracurricular committee members.

3. Work Experience: The aim of providing work experience is to inculcate values like self confidence, dignity of labour, tolerance, co-operation and team spirit. It also enables the student teachers to be trained technically and experiment some innovative methods to fabricate useful products. The following work experiences are provided to the student teachers:

- Envelope making; Book binding; File making; Gardening; Tailoring; Pickle making; Juice making; Doll making; Foot-mat making; Useful products from waste materials; Preparation of artificial flowers; Preparation of shampoo; Preparation of detergent powder; Preparation of phenol, etc.

4. Clubs: The club offers the student teachers opportunity for developing their interests for which they do not have a chance in the class room. They have all the means for learning by doing and living.

- The Art and Literary club organizes and conducts the college level competitions, panel discussion on topics related to life, holds speech competitions on some social issues, puts up skits and short plays on some occasions celebrated in the college.
- Science club brings interesting facts to the knowledge of the inmates through the bulletin board, organizes exhibitions, takes up small projects like planting trees, cleaning the campus, separating the waste products, collecting specimens, conducting quiz sessions etc.

5. Interaction with international Educationists: Skype presentations were held by Gregor Wolbring from Canada and Dr. Brian Horvath from the USA for the benefit of the student community.

6. Communicative Skill development in English: Most of our student teachers face difficulty in communicating through English. Hence the classes are conducted in basic concept of acquiring English language both for speaking and writing.

7. Camp Activities: Students are encouraged to participate in various camp activities and community orientation programmes such as awareness programme in villages Thanakkankulam, Keelakuilkudi, Mahalakshmi Colony etc.

8. Tutorials System: 5/10 Student teachers are allocated to each teacher educator to be continuously observed, assessed and guided towards progression.

9. Training for Competitive Exam: Student teachers are provided sufficient training to get through the competitive exams like TET/Group III/IV.

All the above and other activities planned and executed systematically, cater to the diverse learning needs of the student teachers.

In a nut shell, all the curricular activities are geared towards preparing the student teachers to be committed to the noble profession of enlightening and empowering pupils for world of just social order and peace and to understand the role of diversity and equity in teaching-learning process.

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

Our institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse needs of the students in the following ways:

- After recruiting teacher educators, SCCE plans and organises a series of staff enrichment programmes for its teaching faculty to make them more competent, effective, knowledgeable and committed. SCCE takes sincere efforts to know their needs, aspirations and expectations. Enhancement programmes are geared to preparing the teacher educators to serve the student community with utmost devotion and concern.
- A series of staff enhancement programmes are periodically organised by the Management to keep them updated and to equip them with the skills necessary.
- Framing the year plan, unit plan and weekly plan of the syllabus is supervised by the Principal to enable the staff to be systematic and without stress in achieving the objective of catering to the diverse needs of the students.
- The teacher educators are encouraged to attend and to present papers in seminars, conferences and workshops held at the state, national and international levels in order to enhance their professional career.
- A performance appraisal by the Principal, the peers and the student teachers is critically made on each teacher educator with a purpose to improve the performance of the concerned staff and thus quality of teaching. SCCE also facilitates self appraisal of teacher educators.
- Each teacher educator is responsible for the progress of the student teachers. Hence he / she meets the individual student teacher, motivates him/her, and offers helpful tips for improvement not only in academics but also in character.
- Mentoring is a process of ennobling, enabling, encouraging and empowering. During mentoring sessions, the teacher educators as mentors devote their valuable time to accompany the student teachers gently and enable them to unfold their numerous potentialities, thereby catering to the diverse needs of the student teachers.

Innovations adopted in the curriculum by the teachers are as follow:

Application of the relevant technology and strategies of teaching include – Group Discussion, Debate, Quiz, Concept Mapping, Active Learning Method, Mind Mapping Techniques, Self Learning Methods, ICT enabled strategies during the delivery of instruction in the classroom, implementation of Reflective Teaching, Remedial Teaching, Team Teaching, Peer Tutoring, etc.

Training the teachers for e-learning, pedagogical strategies and activities, SPSS training programme, Techno-pedagogy, classroom climate, etc. elevate classroom administrative effectiveness of the teacher educators in order to satisfy the diverse needs of the student teachers. Social relevance of teacher educators in catering to the needs of the students has been strengthened by the college through organizing various workshops on Soft Skills for teacher educators.

Spiritual vitality among the faculty is sustained by their active participation in daily devotion in the morning assembly, spending quality time in *Yoga* and *Dhyana*, attending the recollection day facilitated with conferences and services which help the teacher educators to perceive the problems of the diverse needs of the student community in the right perspective and tackle these obstacles in a humanistic approach in order to strive for the excellence in education.

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

The various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations are as follow:

- The intellectual needs of the student teachers are catered to by enriching the curriculum through innovative approaches in the classroom, special classes and remedial teaching for low achievers in all subjects, special guest lectures and training programmes on need based themes.
- Papers published by teachers, library facilities, workshop on life skills, theatre pedagogy to learn techniques for effective teaching-learning, knowledge about skills related to diversity and inclusion, all practices make the trainees apply effectively and appropriately in classroom situations.
- The physical needs of the student teachers are effectively catered to by the provision of both indoor and outdoor games and athletics, participation in intra / intercollegiate curricular, co-curricular and athletic competitions.
- Organising Citizenship Training Camps to promote leadership skills, carrying out community work to inculcate dignity of labour, arranging visits to old age homes and special schools to promote altruistic behaviour reflect the goal of the institution.
- Religious / Moral instruction classes, daily morning assembly, recollection day, organised sessions of *Dhyana* etc. are some of the practices that help the student teachers to gain ethical values and spirituality. Visits to various places to inculcate moral / spiritual values have been undertaken. Arranging prayer service on important occasions to promote peace and harmony and conducting a social awareness on themes pertaining to socio-ethical values double the aspect.
- Yoga and meditation for self-realisation, interpersonal relationship, guidance and counselling, and leadership skills for team work enable our students to grow into persons with skill for effective classroom management.
- Observing national and international days to uphold national cohesion and international cooperation and interaction with scholars abroad ensure them enhanced experiences to imbibe knowledge and skills related to diversity and inclusion.
- Organizing annual cultural festival and annual sports meet is a sure means for student teachers to display their potentials and grow in confidence.
- Discussing the prevailing social problems and solutions, visiting the homes for the disabled, the M.R children, and the aged, enable the student teachers to comprehend the challenges before them as responsible citizens. These healthy practices also make students culturally and socially refined.
- Activities of Art and Literary Club, Nature Club, the Red Ribbon Club, Youth Red Cross, Talents Day on the occasion of International Women's Day (Miss Carolina Day) are organized to cater to the Aesthetic / Recreational needs of our students.
- Workshop on Socio-Cultural analysis and Rural Exposure help the student teachers to understand the social reality and stimulate them to work for a greater cause.
- Observing the senior teachers in the model school and the classes of the guide teachers during Teaching Practice, demo-classes by the educators, open discussion on their performance etc., help them evolve their own teaching models.

- Observing the classes in the special schools help the student teachers acquire knowledge about diversity and inclusion and apply them effectively in classroom situations.
- Action research, case study and written Assignments develop the skill for research and self study.

2.3 Teaching Learning Process

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

To make the learning process more interesting and meaningful, the following active learning techniques are adopted by our faculty:

1. Technology Blended Individual Learning: Our students are encouraged to prepare multi-media presentations for their seminars and use ICT for the preparation of audio-visual aids and assignments in their respective subjects of study.

2. Experiential Learning through Practicals: The students acquire the skills of observing, measuring, predicting and interpreting to complete the individual practical tasks by hands-on activities and attain the required technical skills by using various laboratories in our college.

3. Project-based Learning: Social projects are assigned to the students in order to promote skills related to creativity and critical thinking.

4. Library based Learning: Our college library functions on all working days. It plays a major role in encouraging the habits of voracious reading and supplementary learning among students and is also helpful to prepare their assignments and learning materials. Weekly two hours are allotted for subject concerned reference which is supervised by the respective teachers. The students are assigned to present two papers for every subject. Marks are specially allotted for the quality of reference work. Every student is assigned to conduct a seminar in each subject and marks are given for reference made and for recording the books referred. Library automation, facility for reprography, photocopying and downloading web materials help the students have an easy access for referring and collecting materials. Those who make good use of the library through their frequent visits are honoured and given special prizes on the annual day.

Student teachers have easy access to internet as there are facilities provided in the lab and in the library. Web evaluation for any one lesson taught in the teaching practice School is recorded for both optional by every student. The students who produce appropriate downloaded materials for assignment and seminars are given higher scores. Those who use the computer lab for web search are also encouraged by special awards. All the students are taught to use computers for extra reference through special coaching.

5. Brainstorming sessions: Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking, encourages students to come up with thoughts and ideas that can be crafted into original, creative solutions to a problem and increases the richness of ideas explored. Students are encouraged to evolve or generate number of ideas by adopting this method in all the classes for developing higher order cognitive abilities like reflective thinking, creative imagination and problem solving.

6. Role play: Role play is a teaching strategy in which the situation is dramatized by a group by playing specific roles as directed by the situation. Students are given some role playing situation for gaining insight into a specific problem. Opportunities are created for the students to be

masters of all trades through role plays. For example, to be Masters of Ceremonies, evaluators, organizers, Heads of the groups etc.

7. Co-operative Learning: To increase students' engagement, motivation, co-operation and collaboration, and to achieve learning outcomes, co-operative learning is implemented. It is a technique that encourages collaboration, competition and independence. Teachers encourage independence among the students in terms of achieving their goals and inter-dependence through interaction. It helps students develop conceptual reasoning, problem solving skills and a positive attitude towards learning any subject.

Students take active participation in group discussions and panel discussions. Gathering opinions, beliefs and attitudes about issues of interest are done through group activities, associations led by the peers.

8. Think-pair-share: This is a useful strategy to encourage every member of the class, even shy students, to engage in pair thinking and sharing. It also fosters a community of learners and can help students get to know their peers. In a think-pair-share session, learners take a minute to ponder on the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class as part of a formal discussion. It is during this formal discussion that the teacher educator would clarify misconceptions. Therefore, a "think-pair-share" exercise is useful in situations where learners can identify and relate what they already know. Think-pair-share is helpful for the teacher educator as it enables organising content and tracking students on where they are. It also helps to make the class more interactive, provides opportunities for students to interact with each other.

Peer teaching is observed, criticized and evaluated by the student teachers, at different stages. e.g., Micro teaching, macro teaching during the block teaching period, internal assessment by peers and practice for commission.

9. Video Reflective Learning: The Video Reflective Learning helps the students reflect what they are learning at the time in an alternative presentation mode. The video show relates to the topic that they are studying at the moment. A few questions are placed before the start of the video, so that they can pay more attention and notice the aspects to focus on during the video. After the video is completed, the students are divided either into groups or pairs that to discuss what they have learnt and write a review or reaction to the video.

10. Internship: The internship practice is mandatory for the B.Ed. programme. During practice teaching, each teacher trainee has to be active by delivering a minimum of 60 lessons (level I-30 and level II-30). The teacher educators / mentors assess their teaching competency including the preparation of lesson plans and teaching aids.

The students get ample opportunities for simulation during their micro teaching sessions. Artificial situations are set to repeat the practice of any selected behaviour of the teacher in an actual class room situation, questioning, appreciating/affirming, using the black board etc.

11. Practicum: Teacher trainees are expected to submit the reports / records pertaining to teaching practice, school based and community based activities at the time of practical examination. In addition to this, student teachers are supposed to engage themselves in preparing the practical activities suggested at the end of each syllabus. This practicum component of the B.Ed. programme makes each trainee to be intelligently alert and active in the teaching learning process.

Individual projects are done by student teachers mostly as teaching aids.

- Guide book for tourists by students of history education,
- Vermi culture by Biology students
- Electrical working models by students of physical Science education
- Album by Students on specific menus of M.S Office by students of Computer Science Education and others
- Writing play scripts by students of Tamil Education

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

The faculty members take extra efforts to realize the learning process a more experiential and a joyful one by adopting the following innovative student-centred teaching of both individual and group techniques:

(i) Computer Aided Instruction: Computer Aided Instruction facilitates learning with the help of computers. It has been developed from the principles of programmed instruction. Students are able to learn in a self paced manner. Re-teaching, reinforcing, multi-sensory presentation and personalized feedback are possible with this method. Audio visual equipments are made available in the method labs for the teachers to deliver the content with the help of computers. Drill, practice and tutorial modes are used.

(ii) Panel Discussion: It is a method of teaching in which a group of pupils are selected to discuss an issue among themselves and to exchange ideas critically and logically.

Students are given a topic in advance and they are asked to gather information. Teacher educators being the moderators initiate and direct the discussion. With the help of this method, students are able to share their views and gain more information from their own peers.

(iii) Debate: Debate is a method of interactive and representational argument. This method of teaching is practiced in the teaching-learning process of our college. Various social issues like population explosion, poverty, environmental issues and value crisis are discussed with the help of this method. This method is followed in the core and language classes.

(iv) Seminar / Peer teaching: Seminar method which is an in-depth discussion on a particular topic, under the guidance of the teacher, is practiced in the classroom interaction of the college. Students are given a particular topic to discuss after an orientation given by the teacher about the topic. Through this method, students are able to express their views and gain knowledge from their peer team. Their performances are assessed and they are awarded marks for internal assessment.

(v) Visits: Students are enabled to come face to face with realities through this technique. Visits are arranged often to provide such experiences which cannot be brought into the classroom. Field visits to special schools and model schools are arranged often to know more about the nature and functioning of such schools.

(vi) Collaborative Learning: It is a successful way of learning different subjects with the help of group activity.

Students in the class are divided into group of three to six and they are given assignment or task to work on together. Various tasks like presenting the answer to a particular question or group

project are given to the students. This method creates leadership skills and encourages co-operation and participation among the student community.

(vii) Microteaching: Microteaching is a laboratory technique of teacher training in which the complexities of normal classroom teaching are simplified. In a microteaching procedure, the trainee is engaged in a scaled down teaching situation in terms of class size and class duration. An orientation about the microteaching skills is given to the students. Model micro teaching classes are taken by the optional teachers. Students are divided into small groups to practice different skills.

Demonstration classes by the teacher educators and the practice sessions of the teacher trainees are video graphed for critical feedback.

(viii) Observation sessions: After equipping the teacher trainees with necessary skills for teaching, they are given opportunities to observe the teaching of the experts as well as their peer group. Experts from different subjects are invited to demonstrate classes on different topics so that student teacher trainees are able to learn more about the techniques of teaching in their respective subjects. Teacher trainees are also given opportunities to observe the model teaching of teacher educators.

(ix) Preparation of teaching aids: Teaching aids help the teacher communicate ideas to pupils in a manner that they assimilate them. During the teaching practice, students are given training not only to prepare teaching aids but also to use them. Experts are invited to provide hands-on training on improvised teaching aids.

- Experiential learning activities like simulation, visualization, dramatization, role play, field visit, educational tour, visits to exhibitions, visits to book fair, organizing exhibitions, organising assemblies, participating in workshops, organising and attending seminars, conferences and courses. For example, Life skill programme, Participating in the organization of sports, Organising functions and celebrations, Organising and participating in quiz competitions, literary and other art competitions.
- Community activities, Individual projects and group projects: for example, Case Study, Action Research, Herbal Garden, Maintaining Aquarium etc., help them learn management skills, leadership qualities and empower them with knowledge which initiates them to take the leading role in the development of self and society with confidence.

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

A two day national level seminar on ‘Models of Teaching’ was held on 19th and 20th December, 2012 which gave an impetus to employ a number of teaching models.

Personal Development Model: Opportunities are given to exhibit the individual’s abilities and to contribute to the group one is involved in, by participating in group activities. This model helps them to become aware of their strength and weakness besides appreciating their uniqueness.

Activities Conducted: Continuous monitored academic activities are conducted throughout the year: Lesson plan preparation, preparing teaching aids, assignments, seminars, leading the

assemblies, organizing group activities in the class such as group discussion and organizing college programmes.

Social Interaction Model: Inter-personal relationship building is enhanced through usage of this model. Action Research, Case Study, Community Extension Activities, Role Play etc. are employed to critically study personal and social problems and to develop social values.

Behaviour Modification Model: The student teachers' behavioral change is attempted through this model. The activities employed are: yoga, meditation, courses on stress management, time management, life skill programmes, etc.

Innovative Approach: To equip the students with up-to-date instructional content for effective learning the following modern teaching-learning pedagogies are employed in our college.

a. Concept Mapping: It is a technique of visualizing the relationship among different concepts. These maps are used to stimulate the generation of ideas. Students are trained to develop concept maps for all subjects.

b. Mind Mapping: During teaching learning process, in the preparation of lesson plans, mind mapping is used as an innovative and powerful graphic technique. Students are given training to prepare mind maps for each lesson while teaching in Schools which follow Active Learning Method.

c. Self Regulated Learning: Self Regulated Learning is a method of learning which involves a process of taking control of and evaluating one's own learning and behaviour. The necessary skills are taught to the students to become self regulated learners by using strategies such as open ended task and project based learning.

d. Team Teaching: In this method of teaching, activities are organized by a team of individuals comprising teachers, resource persons and others. This method aims at improving the process and product of teaching through collective efforts. Teachers having knowledge in different areas are pooled together to teach a particular subject.

e. Learning-on Location Programmes: Learning through associations, co-operation and co-ordination are the three guiding principles of this method, whereby students learn and develop creativity by visiting different places.

- Biological science students learn how to maintain aquarium and plants (gardening).
- Mushroom cultivation is also done in the hostel campus by our students.
- Students of various clubs like nature club, and literary club acquire knowledge about their areas of interest, by visiting different places.
- Abacus training, calligraphy training and training in art from waste develop students' creativity.
- The application of trigonometric ratios is learnt by students of Mathematics in the form of measuring the actual height of a tree, through a demonstration class.

f. Practical Oriented Exposure: Our college students are assigned practical work in their regular activities based on the 'Principle of learning by doing'. Mathematics / Biological Science / Physical Science students are involved in practical classes through which important concepts in their respective disciplines are learnt.

- Students are given training to prepare teaching learning resources such as creative records, nature albums, stick figure albums, collection of photographs, pictures from print and net media, scrap book, specimens and herbarium.
- During the internship teaching, the teacher trainees prepare practical records on solving an academic problem encountered in the Mathematics classes and practical instructional cards to be used in the Biological Science laboratory.
- As e-learning is an emerging technology of this era, students of our college prepare multimedia presentation and do website evaluation in all the optional subjects.
- Biological science students are motivated to prepare video clippings of educative lectures and interviews as teaching resources.
- School and community based practicum activities are done by following the guidelines given by the faculty. Preparation of records on Microteaching, Observation Classes, Lesson Plans, Text Book Review, Action Research, Case Study (Individual and (Institutional), Physical Education, Elective Subjects, Citizenship Training Camp, Annual Educational Tour, Community Service, Test and Measurement, Psychological Experiments and SUPW, Self Learning Packages and Software / Hardware Materials provide rich experience to the students for ensuring effective learning.
- A combination of approaches such as, role playing, dramatization, exhibition, workshop, conference, and multimedia presentation were utilized to the students of the model school and other inmates in the campus and the institutions around to bring awareness on global warming and saving the planet.
- A series of activities guided and led by the student teachers are carried out by the students of the model school to segregate the wastes, to prepare natural manure and to avoid accumulation of garbage and plastic waste in the campus.
- An extension service is rendered to the Model school by way of carrying out an Action Research for the entire class on one to one counseling session held for a period of time to improve the student behaviour for effective learning.

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

Yes. The institution has a provision for additional training in models of teaching:

The four main models of teaching are:

- Herbert's teaching model
- Glaser's Basic Teaching model
- Stlourow's computerized model
- Carroll's model of teaching

Herbert's model gains more familiarity and usage since it is more applicable to the syllabus prescribed in the Schools. Besides, this model suits in catering to the dense student population in the classrooms. Each student prepares 40 lessons based on this model.

Glaser's Basic Teaching model is combined with Herbert's model of teaching to prepare these 40 lessons which the student teachers teach during the teaching practice by applying Glaser's techniques viz. fixing instructional objectives, knowing the student's entry behaviour, methodology of teaching and evaluation.

However, to keep in pace with the advancing technology in teaching methods, **Stlourow's computerized model** of teaching is initiated from the year 2007-2008.

- The students prepare 2 lessons, one in each option which is programmed using the fundamental knowledge and training they have in computers.
- Introduction to preparing lessons for total learning through computers is given by way of making the student teachers watch the CDs available in the market.

Carroll's model of teaching is utilized by the students for action research programme which specifies time factor for students' learning. Concept Attainment Model, Inquiry Training Model, Advanced Organizing Model, etc. are also introduced to them through model classes observed during School visits.

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

Yes. In order to improve the teaching competency of teacher trainees, teaching is practiced in terms of definable, observable, measurable and controllable teaching skills through properly organized micro-teaching sessions. The details are discussed below:

Pre-practice Talk: During this session, the concept of microteaching, the skills associated with microteaching namely,

- Skill of induction
- Skill of stimulus variation
- Skill of probing questions
- Skill of reinforcement
- Skill of explaining
- Skill of illustration with the example
- Skill of usage of black board
- Skill of questioning
- Skill of demonstration and
- Skill of linking with their respective components and the steps in micro-cycle are introduced.

A copy of all these micro-teaching skills along with their components and rating scales meant to observe and assess each skill are distributed to the teacher trainees.

Practicing Sessions: Each optional subject teacher educator takes efforts to practice a minimum of three micro-teaching skills in the form of explaining the sub-skills of them, handling model demonstration class for each skill, providing instructions to write episode for each skill in the dialogue form and giving direction to make use of the rating scales for observation and assessment. The student-teachers practice each skill for a duration of 5-7 minutes to teach a single concept in peer groups during practice sessions.

Feedback Session: The performance of the trainees during the practicing sessions is video graphed in order to provide appropriate feedback by the supervisors and concerned teacher educators. Based on their feedback, re-teaching is done with proper re-plan, under the supervision of the respective optional teacher educator. A repeated practice in the micro skill is attempted with the peer group under the guidance of the concerned optional teacher, until the trainees master the skills.

Integration Session: In this stage, the teacher trainee integrates all the skills and practices 'link lesson' in a simulated teaching condition.

- As per the subjects some skills may vary but each one is trained in not less than 6 skills exclusive of link lesson which every one practices after being trained in 6 skills.
- At the end of the microteaching session, each trainee prepares 2 microteaching records.
- Two lessons are practiced and recorded for each skill, therefore each student records
- 14 lessons in each record (main subject and optional subject).

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

Teaching practice forms the main part of the B.Ed., training programme. From the academic year 2015-'16 the duration of practice teaching has been changed from 60 days to 4 months in the second year and four weeks of observation in the first year.

The process of practice teaching is followed as detailed below:

(a) Pre-arrangements for Practice Teaching:

(i) **Academic Aspects:** In order to make our teacher trainees academically fit for the teaching practice, optional lecturers instruct them how to observe the lessons of senior teachers by providing a uniform pro forma for observation. Each teacher educator demonstrates a model class for students' observation. Subject experts from reputed schools are invited to exhibit a variety of teaching skills through demonstration classes, which is a unique feature of our college, giving rich exposure in teaching.

It is made obligatory for the teacher trainees to observe a minimum of ten observation lessons inclusive of four lessons by peers, five lessons by their mentors and one lesson by the teacher educators in each optional which to be submitted in the form of an observation record, at the end of the teaching practice.

In addition to that, various training programmes / workshops have been arranged for the preparation of teaching learning materials which is also mandatory for effective teaching practice. Teacher educators deliver instructions regarding the preparation of macro lesson plan.

(ii) **Administrative Aspects:** The Principal, along with the teacher educators identifies as many schools as possible and select them based on the criteria of type of school, medium of instruction, strength of the student teachers, preference of student teachers, accessibility and acceptance. This administrative part of pre-arrangement for practice teaching also involves obtaining permission from the respective heads of practice teaching schools and gathering data related to the number of subject-wise teacher trainees required in each school, medium of delivery of instruction, etc., for intensive teaching practice, based on which the students are allotted to the different schools for their teaching practice.

The Principal writes to the Educational Officers of respective Boards to obtain permission to send the teacher trainees for practice teaching in selected schools. On receiving the list signed by CEO/DEO/IMS the Principal sends to Schools permitted by the above mentioned officials. Special care is taken with regard to physically challenged teacher trainees in such a way to accommodate them in schools near their locality of residence or convenience.

Before the start of teaching practice, student teachers meet the respective head of the institutions and mentors to collect the portion to be taught, the time-table to be followed during their teaching

practice, school time, etc. The student teachers prepare minimum 2 lesson plans and teaching-learning materials prior to actual teaching practice for the lessons given by the guide teachers. They get them corrected by the teacher educators well in advance. The rest are corrected as and when they submit even as the practice teaching is in progress.

(b) Process of Practice Teaching: This stage involves the experiences of the students during practice teaching sessions and the supervisory role of teacher educators and mentor teachers for effective practice teaching.

(i) Experiences in Practice Teaching: Each teacher trainee undergoes the practice of teaching for four months in their respective schools. Each trainee is supposed to prepare a total of 60 lesson plans (30 lessons in each optional subject), two lessons per day and the relevant audio-visual aids to handle these sessions effectively. At the end of the teaching practice, they conduct an achievement test on the taught portion in each optional subject following the systematic procedures involved in the preparation of question paper inclusive of blue print, scoring key, etc.

(ii) Supervisory Role during Teaching Practice: The faculty members who form the academic committee, monitor the process of practice teaching effectively. The allotment of student teachers to practicing schools, redressing the problems in schools, if any, monitoring their attendance, collecting of assessment forms and teaching practice completion certificates, etc. are taken charge by them. The staff visit the schools regularly to monitor the progress of student teachers in practice teaching and to give them feedback about their teaching for further improvement.

- Teaching competency assessment forms evolved by IQAC of our college are distributed to teacher educators.
- Student teachers prepare lesson plans based on Herbartian steps and steps followed in Active Learning Method. In addition to that, they plan and prepare audio-visual lesson using technology.
- At the end of the observation of each class handled by the teacher trainees, their concerned optional subject teacher provides feedback regarding their teaching competency based on his / her observation and suggest various measures for improvement.

(iii) Feedback Mechanisms: Our College employs various feedback mechanisms to enhance the quality of the process implemented year after year.

Teacher educators: Each student is visited by the teacher educator in teaching practice schools twice or more. The teacher educator uses the format designed to assess the teaching competency developed by the trainees to give the feedback to the trainee. The teacher educator also gives face to face comments at the end of the observation.

Peers: Their observation of their peers during the teaching practice school is produced in the form of criticism recorded in a notebook which they use for post observation discussion among the peers. Achievement test for the students conducted by trainees during and at the end of the internship also helps them to evaluate their performance.

The Guide Teacher: The guide teacher gets a copy of the lesson plan before the student teacher begins her teaching. A format is provided to the former to evaluate every lesson systematically based on the criteria pertaining to methodology/pedagogy. The teacher after rating affixes her signature and returns it to the student teacher.

Heads of Schools and Guide Teachers: A special format is provided to the Heads of Schools and to the guide teachers individually to give their general opinion briefly on factors related to teaching practice process.

Student Teachers: The student teachers are given a format to collect some data and details of the practice teaching Schools in order for them to view the schools from their own perspective. After completing the internship, the student teachers are asked to review their internship programme in order to list the strength of the programme, the difficulties and the challenges they faced and to suggest areas for improvement.

Principal and the Faculty: All the feedback are analysed and studied in common by the teacher educators in a special meeting headed by the Principal to pursue the remedial actions if need be. The Heads of Schools are invited occasionally as individuals and in groups to the college for personal discussion on matters related to student teachers' performance, problems involved in organizing the internship etc.

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

The student internship programme has undergone some changes in respect to duration and activities in the last 2 years.

- The duration of student internship programme was forty working days till 2014-15 which consisted of both observation and teaching practice but in the academic year 2015-16 it was four weeks, that is, 28 working days in the first year and sixteen weeks (4 months) in the second year of B.Ed., programme.
- In 2015-16, that is, in the first year, the student teachers observed the guide teachers' classes for four weeks, conducted case studies, prepared teaching-learning materials, collected the test marks and prepared the test and measurement record, organized remedial classes for slow learners, observed the classes of level I and level II, interacted with the school students besides observation of classes and prepared 29 records.
- In the second year (2016-17) they went for internship for 16 weeks during which they taught 60 lessons (30 in each- level I and level II), Conducted achievement test and prepared the test and measurement record.
- It is to be noted that in the syllabus revised during the academic year 2016-17 the activities of the 4 weeks internship of the first year students are not specified and the internship has been merely a time for observation of classes in the model School.
- As per the revised syllabus the 4 months' teaching practice programme in the coming year (2017-18) would mostly be comprising activities like during the years before 2015.

a) Role of Staff-in-charge for Block Teaching:

The members of the faculty who form the academic committee take up the following responsibilities for the organization of the teaching practice.

- Meeting the Heads of the Institutions for obtaining permission to conduct practice Teaching.
- Allotting the teacher trainees to different schools based on the requirement and available optional subjects / classes / medium / type of school and providing a copy of the school-wise allotment of teacher trainees to the teacher educators.
- Appointing student representatives for each school to serve as a liaison officer between the staff-in-charge and the school authorities.
- Coordinating the smooth conduct of teaching practice with the Heads of the Institution, mentor teachers, optional subject teacher educators and student trainees and redressing

- the issues inside the school campus during block teaching in order to maintain discipline and regularity among the student teachers.
- Monitoring the attendance of the students during block teaching.
- Collecting the assessment forms and teaching practice completion certificates.

b) Role of Student Representatives for Teaching Practice:

The student representative of each practice teaching school appointed by the staff-in-charge for teaching practice keeps in touch with the Head of the Institution, mentor teachers serving in the school and the staff-in-charge. She is also responsible for maintaining attendance register, reporting the problems and informing the declaration of holidays during teaching practice, if any, to the staff-in-charge.

c) Role of Optional Subject Teacher Educators:

Optional subject teacher educators extend their complete support for the effective process of teaching practice in the following ways:

- Visiting of minimum two teaching practice schools.
- Observing of minimum of five macro lessons in each optional subject based on the format provided by the college for the assessment of teaching competency of teacher trainees.
- Correcting the lesson plans.
- Providing critical feedback to the teacher trainees regarding their content knowledge, preparation of lesson plans, teaching aids, delivery of instruction inclusive of teaching skills, classroom interaction, recapitulation and overall impression about the class and diligent tangible steps taken for the betterment of the practice teaching.
- Giving prompt information to the staff-in-charge and Principal regarding any indisciplinary behaviour/ misconduct of teacher trainees during block teaching.

d) Role of Teacher Trainees:

In order to make block teaching effective, the student teachers adhere to the following rules and regulations:

- Visit the school for getting the syllabus to be taught and the class time-table to be followed before two weeks of the commencement of teaching practice.
- Timely prepare lesson plan / teaching aids and effective implementation using ICT related innovative practices.
- Follow punctuality in going to the school, regularity in attending to the classes allotted, sincerity in carrying out the academic and co-curricular tasks as per the directions of the senior teachers and committing oneself in taking active role in all the activities of the school.
- Involve and commit to improve the teaching performance based on the constructive criticism provided by the teacher educators and the mentor teachers.
- Abide by the dress code of the college and code of conduct of the school during the working hours.
- Administer achievement test in the optional subjects as per the procedures involved and distribution of the answer scripts after valuation.
- Submit all the practical records related to teaching practice including action research report and case study (institutional and individual) and other records such as:

Preparatory File:

- Five micro lessons
- Observation of two demonstration lessons

- Preparation of 5 practice macro lesson plan
- Preparation of two teaching aids in each lesson plan

Teaching Practice File:

- Report of the teaching practice schools
- Observation of 10 lessons by the school teachers
- 20 lesson plan in each optional
- New Norms: Two Years programme
- Mini Lessons: 5 episodes for each option
- Observation Lessons:
- Demonstration Lessons:
- Lesson Plan: Level-I 30 + Level-II 30

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

Yes, the partnership involving the school staff and mentors during the practice teaching sessions/plans is very strongly ensured since the success of the programme depends much on this. The plans are cooperatively done in the following ways:

- The teacher educators, who form the Academic Committee, plan the practice teaching in consultation with other teacher educators and prepare a list of schools from which probable schools are identified and selected for practice teaching.
- The members appointed by the committee meet the correspondent and the Principal / Headmaster/Headmistress taking a formal communication signed by the Principal of the College requesting the Principals to accept the students for practice teaching in their schools proposing a list based on different criteria such as availability of Higher Secondary classes, streams/ groups, medium, vicinity to the residence of the student teachers etc.
- The Heads of some schools sometimes request the college for teacher trainees for specific subjects to which the college obliges without fail.
- Attaching the consent letter signed by the Heads of Schools, the Principal writes to the CEO/DEO/IMS of Madurai district for his/her permission.
- The mentor teachers along with student teachers go to the practice teaching school and meet the Head of the institution and the guide teachers to clarify the expected service and cooperation and to explain the usage of formats used for assessment, feedback etc.
- The student teachers collect all the necessary information about the school from the Head of the institution, the guide teachers and others. The student teachers meet their respective guide teachers and this session helps to organize the time table, lessons to be taught, to know the guide teachers expectations etc.
- During teaching practice, our student teachers take the help of the teachers-in-charge of computer laboratory, all science laboratories, arts and crafts centre, department of physical education and library for the effective delivery of practice lessons, for using the necessary learning resources available in the school, teaching games, and for the preparation of practical records related to the B.Ed. course such as Case Study (institutional and individual), Action Research, Test and Measurement, etc.
- The student teachers accompanied by the educators allotted by the academic committee visit the school of their teaching practice a fortnight before they begin their block teaching.

- These visits to the school are planned in consultation with the Head of the School and the guide teachers. Surprise visits are also paid by the teacher educators which are well accepted by the Heads of Schools and the guide teachers.
- The Principal keeps in touch with the Heads of Schools, the Correspondent and the School staff from time to time to learn about the student teachers. These are also times when the Principal collects the oral feedback about the student teachers besides providing them with different types of formats to collect the written feedback.
- Assessing, rating and guiding are done effectively by the guide teachers.
- The Heads and the senior teachers of the Practice teaching Schools are occasionally invited as guest lecturers and resource persons to the College.

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

In order to empower the student teachers with knowledge, ability and skills needed for managing the diverse learning needs of students in schools, a number of activities both interpersonal and intrapersonal are planned and carried out. These activities are systematically organised to gradually take the student teachers with theory, illustrations, audiovisuals, reflection, hand-on experience etc. before they get into the field for first-hand experience of trying the strategies they have learnt.

- Teachers with long experience in handling students of different age groups are invited to give talks and conferences. Guest lectures related to the latest updates pertaining to the teaching profession, for acquiring knowledge about individual differences among learners, characteristics and problems of adolescents, motivational strategies in the classroom through core paper (Psychology of teaching and learning), enhance the trainees' theoretical knowledge for reflection and critical observation.
- The student teachers observe the classes of different types of teachers - gents, ladies, young, experienced teachers teaching different subjects in co-ed /schools, girls' Schools, Boys Schools, using digital aids, traditional methods, teachers in special schools, schools using innovated methodologies etc. The student teachers reflect personally and discuss in groups to produce the reports of their reflections.
- Effective organization of microteaching sessions with videographed feedback, observation and lesson plan classes, demonstration classes by subject experts, workshop on construction of an achievement test, training programmes for the preparation of audio-visual aids, preparation of link lessons and effective use of the same enable them to build up their skills to acquire the managerial ability for the above purpose.
- Video clippings and narration of captivating episodes from the lives of popular leaders, students, experienced teachers etc., are used to vivify the facts that varied learning needs of children can possibly be met by charismatic teachers.
- The artistic skills, communication skill, language fluency etc., are developed in student teachers through a number of programmes such as: morning assembly in the college, cultural activities, yoga and meditation sessions, sports day, evening games, intercollegiate and intra collegiate competitions in fine arts, elocution, week-long celebration of women's day (Miss. Carolina Day) etc., wherein they become the organizers and participants.
- An orientation session arranged by the practice teaching school at the start of the teaching practice gives details about the ethos of the school, infrastructure and instructional facilities of the school, the classroom climate, the nature of students in the school and the locality of the institution in order to discharge their responsibilities effectively.

- The student teachers are inculcated with the habit of using library for reference work, using the dictionary, collecting the current affairs from the newspaper, journals and magazines.
- Training in the use of ICT to ignite their power of creativity to use multimedia to attend to the diverse learning needs of the students in schools and intense hand-on experience workshops to enable them to search for information from the internet for extra matter related to school texts, to use L.C.D projectors, computers, over head projectors, slide projectors, interactive board, scanner, making appropriate teaching aids (charts of different kinds), models (dummy and working), right use of black-board etc., are held.
- Instructions on psychological approach are observed in general and in particular to Differently abled children, to identify problems that arise in the classroom situations and to find solutions for problems of children with various needs counselling sessions are arranged. This enables the student teachers to understand their own personality and the personality of the students in schools.
- Projects of Socio-cultural analysis undertaken by the educators in collaboration with student teachers and action research done by the student teachers during teaching practice help the student teachers to understand the social background of the students in schools.

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

- The major initiative taken for encouraging student teachers to use / adopt technology in practice teaching is the use of technology in the classroom regularly by the teacher educators and particularly when they present the demo lessons.
- The student teachers are given theoretical input and hands on training in using OHP, LCD, Slide Projector, Interactive Board, etc., by the teacher educators and special workshops are held with the help of experts to enhance their knowledge and to handle confidently hardware, software, blog creation, downloading/ gathering information from the net resource etc.
- The student teachers are taught to prepare PowerPoint presentations for the effective delivery of lessons and are encouraged to use OHP and other equipments related to educational technology. They add extra score for using technology when presenting seminars.
- The student teachers are urged to prepare teaching-learning materials with the help of multimedia and ICT to make their practice teaching more effective.
- Internet facility is provided to encourage the student teachers to download materials to enrich their knowledge in concepts taught to children through text books.
- The student teachers are trained to prepare web evaluation, that is, to collect materials from different resources for any particular unit as extra reference and make an analytical report of the information gathered to evaluate the validity of the webs referred.
- The institution initiates the students to prepare Educational Technology record with samples, models and descriptions of software and hardware.
- **Software:** film strips, OHP sheets, slides, Compact Disks.
- **Hardware:** Computers, OHP, Slide Projector, Tape Recorder, LCD Projector, Interactive Board
- It is mandatory to prepare charts, models and other non-projected teaching aids for each lesson and utilize the same effectively during the practice teaching. They are also trained to use ICT in the preparation of question papers and preparation of mark sheets.

2.4 Teacher Quality

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

The details of ratio of student teachers vs, Practice teaching Schools of the last 5 years.

| Year | Total Number of Student Teachers Admitted | No. of Practice Teaching School | Ratio |
|---------|---|---------------------------------|-------|
| 2011-12 | 100 | 20 | 1:5 |
| 2012-13 | 100 | 17 | 1:6 |
| 2013-14 | 100 | 16 | 1:6 |
| 2014-15 | 100 | 19 | 1:5 |
| 2015-16 | 40 | 8 | 1:5 |

- The ratio of student teachers versus identified practice teaching schools is 1:5 in an average.
- The college identifies schools in Madurai and in the suburb towns of Madurai on the basis of their proximity to college, nearness to the residence of the day-scholars, availability of number of sections in each standard in the schools, and the medium of instruction.
- As each graduate teacher trainee has to handle 2 optional subjects of 8th or 9th standard and each post graduate teacher trainee has to undergo training in 8th / 9th and 11th standard as per their major subject the schools selected also depend on whether they are Higher Secondary Schools or Secondary Schools.
- In selecting the practice teaching schools the decision made by the Chief Educational Officer/District Educational Officer and the Inspector of Matriculation Schools based on the needs for teachers in the schools under their purview also becomes a criterion.
- The Correspondents of the schools of private management also decide on the number of student teachers to be permitted for teaching practice in their Schools.
- Our College prefers Management Schools since the student teachers receive better guidance from the guide teachers and monitoring becomes easy.
- The advantages of sending the student teachers to corporation Schools are not overlooked. They mature in self-responsibility and social responsibility when they go through the experience sincerely. Therefore we do send selected students to corporation Schools with special instructions.

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

The mechanism of giving feedback to the students for the improvement of their performance in various aspects of the training is mostly taken care of by the IQAC of our College which does it very systematically and promptly. It employs questionnaire, personal interview, group evaluation and report, face-to-face interaction, small groups and the entire group discussion, etc., which are recorded, analysed and discussed when needed with concerned personnel and remedies are offered for improvement in manners apt to the context and students concerned.

The feedback is collected from various sections to gather the information in an objective way and attention is given to the areas where improvement is to be achieved in student teachers.

Feedback by Teacher Educators:

- Feedback from teacher educators is an important component of teacher education programme. This is given all through the year in view of enhancing their teaching

- competence through one to one and one to group interaction in the classroom situation especially during the practices held in the methodology classes.
- The assessment forms developed by the IQAC of our college are used by the optional subject teacher educators and mentors to evaluate the trainees' competencies in teaching during their visits to the concerned class.
- Through continuous internal assessment of student teachers' performance in tests, seminars, group discussion, assignments and through mentoring sessions, the feedback is collected and due steps are taken to address the drawbacks to bring about the expected progress.

Feedback by Peers:

- Feedback by peers is encouraged during and after micro-teaching and macro-teaching sessions. Review of every curricular and co-curricular programme in which student teachers are involved is held in an open session and the feedback collected is analysed for unanimous decision to overcome the failures. This method has brought a lot of positive effect in effecting improvement.
- Every student gives her model lessons with the re-teaching followed after the criticism of peers and educators till the teaching is done to one's own and the evaluator's satisfaction. The criticisms and the feedback given in turn by the peers, in the presence of the educator, after the student teacher completes her lesson, helps her clarify her ideas and express her views on some of her methods so as to get convinced of what she needs to do to improve her methodology.
- The criticism and the corrections are mainly on usage of the appropriate teaching aids and right methods for motivating, introducing, presenting and reviewing which enable her to be better prepared for macro-teaching in actual classroom situation by improving the quality of teaching aids, her board work, voice modulation, appropriate usage of teaching aids etc.
- The student teachers are asked to reframe their lesson plans on the basis of the criticism given before they get into the actual classrooms. This helps them prepare good lesson plans within a short time and develop confidence in themselves. Thus one gets a chance for improving skill through peer's feedback.
- The peer feedback mechanism is one of the best techniques of constructive criticism and helps to improve one's own skill.

Feedback by Head / Guide Teachers of Practice Teaching School:

- Feedback by Head / Guide Teachers of Practice Teaching School is very essential for the student teachers to improve their quality of teaching as they closely accompany them and follow their progress. This feedback given on a daily / weekly basis helps them work at their shortcoming, and provides them a forum to clarify their doubts and explain their difficulties in the subject they handle. The guide teachers are enabled to execute this with the help of an assessing sheet provided by the College. This is done during practice teaching in schools.

Feedback by Students of Practice Teaching School:

This is also an indispensable factor to be taken note of. It's the students who directly benefit from the practice teaching and who closely observe the performance of the student teachers in the actual classroom setting. The student teachers are encouraged to get feedback from the beneficiaries of practice teaching. Students' feedback has a tremendous impact on their performance. This is done during class hours and after class hours and in the interaction with the students of practice teaching school.

Feedback by Principal:

- The principal collects the valuable reports about the performance of the student teachers from the faculty members, the heads and guide teachers of practice teaching schools and from the parents. After every curricular, co-curricular and extension activity the feedback is gathered from the educators.
- The Principal regularly communicates the feedback to the student teachers which encourages, enlightens and enthuses them to elicit the best for improved performance.
- The Principal views the analysis of the feedback collected from the Heads of different practice teaching schools through the questionnaire served by the IQAC of our College and devices the necessary actions to improve the situation/performance.
- The guide teachers' assessment and general feedback collected by way of assessment sheet supplied by the College and the feedback form by IQAC of the College is studied by the Principal and discussed with the Educators and the student teachers for necessary action to evolve improvement.

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

Exposing the student teachers to different types of schools by organizing school visits is a big venue for them to grasp with evidence the policies that direct the schools. Therefore the visits to schools are done with preparing the student teachers to look for details that govern the schools besides observing the pedagogy /methodology used in the schools.

A printed questionnaire is handed to the student teachers to be answered at the completion of the teaching practice. This questionnaire which is answered as a group in every school is meant to motivate the students to learn the policies that govern the respective school and the style of governance prevailing in the school.

Through the model schools attached to our college, changes in the academic arena such as updating, modification and addition in the curriculum prepared by the Tamil Nadu Text Book Corporation, recent innovative strategies in teaching, such as Active Learning Method, recent policy directions like Right to Education Act are made known to the college which is informed to the student teachers by inserting it in the co-curriculum.

Workshops on Activity Based Learning (ABL), Active Learning Method (ALM), and Continuous Comprehensive Evaluation (CCE) are organised for the student teachers so that they are able to make their teaching more learner-centred.

Workshop on Yoga and meditation is arranged as per the new curricula in order that they become personally convinced and practically skilled in advocating the above for achieving the educational goals.

Communications pertaining to education, particularly Teacher Education and the latest information published by various Governmental and Non-governmental agencies like MHRD, NCERT, NCTE, CBSE, State Board, Directorate of Collegiate Education, and Tamil Nadu Teachers Education University (TNTEU), etc. are placed in our college library for reference.

Before going for teaching practice, the staff-in-charge/ academic committee / secretary of the College briefs about the overall tone of different types of Schools where they would go, so that the student teachers become aware of the academic climate in the campus of the schools which help them to be psychologically prepared to use diverse strategies and appropriate techniques to make happen collaborative learning and individual learning.

College sends the student teachers with the teacher educators to the practice teaching schools in advance to know the policy and educational needs of the schools at the meeting they have with

the heads of the schools and with the guide teachers. Being alert to the common announcements made in the school, notices placed on the bulletin board, going through the school calendar if available, etc. help the student teachers to be abreast with the educational needs of the particular school.

College ensures that the student teachers are given sufficient theoretical input and practical training in teaching techniques and teaching skills, in preparing teaching-learning materials related to the lessons given for the practice teaching, and in administering the psychological tools like case study, data collection for social projects etc.

The Principal of our College convenes a Colloquium of Head Teachers of practice teaching schools with an objective primarily to listen to the issues and concerns faced by them and their expectations from the TEI (Teacher Education Institutions). They also point out the areas where the student teachers need to pay more attention. Colloquium of this kind helps the institution become sensitive to the educational needs of the schools.

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

The contact and communication enabled by the management between our teacher educators and the teachers working in the model schools enhance the means to knowing the recent developments like Active Learning Method (ALM), Activity Based Learning (ABL), Continuous and Comprehensive Evaluation (CCE), ‘*Samacheer Kalvi*’ etc. Senior teachers from the model school are called to share the knowledge and experience on the above.

Revision in the school syllabus and the teaching methodologies, periodical revisions of syllabus by CBSE and in ‘*Samacheer Kalvi*’ scheme are also brought to the knowledge of teacher educators and student teachers and the books are made available in the library. The expertise of the teachers in the model schools / renowned institutions from outside are utilized in the form of demonstration classes, guest lectures which provide updated information about school subjects and teaching methodologies among teacher trainees.

Periodical workshops on Soft Skills in Teaching (17th and 18th March, 2011), Dynamism of Right to Education Act and competence building program on Techno-pedagogy (29th and 30th April, 2014) made the faculty and students to get adept with the recent developments.

The teacher educators participate in the staff orientation programmes organised by TNTEU and enrichment programmes held in our college and other institutions where recent developments regarding school subjects and methodologies are discussed. Net facilities in the ICT centre and in the library help the faculty and students to keep pace with the recent developments by surging the net and referring the current books and recent international / national journals.

Faculty members participate in the workshop and seminar related to curriculum modification. The teacher educators demonstrate the teaching methodologies particularly ABL and ALM and other innovative methods to teach the concepts effectively. In the regular staff meeting convened by the principal sharing of information by the staff keep the faculty abreast of the knowledge about recent developments.

A series of guest lectures on Teacher Effectiveness, Role of Teachers, and Academics Blend with Technology by scholarly educationists build up the competency of the student teachers for better performance during practice teaching.

A One-day National level seminar on “Teachers Parenting the Children with Special Needs” was held on 18.02.2012 in our college which empowered student teachers understand the students with learning disabilities and our faculty to transfer the knowledge to other batches who did not attend the seminar.

Student teachers are given refresher course in their basic optional subject for a week as most of them take up B.Ed programme after one / two years of the completion of their degree courses. The teacher educators teach them the basic concepts which they might have forgotten.

This refresher / bridge course enables them to remember what they studied in UG / PG. The text books of different Boards of School Education (State Board, Matriculation, 'Samacheer Kalvi' scheme) are analysed in the classes and test are conducted to help the student teachers revise as well as become thorough with the concepts.

Student teachers participate and present papers in the seminars and workshops conducted every year at different levels. Interactive sessions with foreigners enable the student teachers to get to know the recent trends in curriculum transaction and innovative teaching methodologies followed in other countries.

Communications regarding recent development in the school curriculum and in the teaching methodologies are regularly put up in the bulletin board.

The circulars pertaining to the recent developments in the school subjects and in teaching methodologies are sent to the schools by the Board of Education. These are collected from the model schools and made available for the perusal of both the educators and the student teachers.

During the visits to the special schools, model schools and Teaching Practice schools, student teachers collect information from the teachers both personally and through observation of their classes about the recent developments in the school subjects and teaching methodologies.

2.4.5 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?)

To make the faculty members get professionally developed, the college management allocates funds in the budget to meet out the registration fee for the faculty members to participate and present papers on current issues in various conferences / seminars / workshops / symposia within India.

- The entire faculty attended minimum 5 seminars / conferences during the last 5 years under the guidance of the Principal. Further, the faculty members are involved in the organization of conferences / seminars / workshops held every year in our College with the help of the Principal and management.
- Non M.Phil., and non Ph.D., faculty members are motivated to register their names for M.Phil., / Ph.D. programme and Ph.D. holders and all the staff members are encouraged to publish articles in reputed journals.
- Long study leave is granted with half salary to those who are at the verge of submitting Thesis of their Ph.D research.
- The staff members are permitted to attend orientation courses / refresher courses for career advancement.
- The institution permits the faculty members to take UGC NET/ SET examination.
- Medical facility is provided for minor ailments in times of emergency. Long leave is granted for medical treatment.
- The staff is trained in the use of interactive boards / smart boards by Mr. Praveen, founder, Institute of Brain Training.

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

Following are the academic development programmes attended by our faculty members to promote excellence in career development.

| S. No | DATE | NAME | DEPARTMENT | DETAILS | TITLE | ORGANIZED BY |
|--------------|--------------------------|---|--|---|--|--|
| 1 | 18.10.2012 | Mrs. Sajeetha Rachel | Physical science | Workshop | Psychotherapy & Counseling | Crescent College of Education |
| 2 | 29.10.2012 | Sr. Jenita Mary | English Education, | Seminar | English Grammar | Madurai Kamaraj University |
| 3 | 24.01.2013 | Mr. Pereira Mrs. Meenakshi Ms. Jessy | Commerce Education, Maths Education | Workshop | ICT in learning and Teaching | V.M.S.P Nadar College of Education, Viruthunagar. |
| 4 | 02.02.2013 | Ms. Uma, Mrs. Sajeetha Rachael, Mrs. Arul Navarathinam | Tamil Education, Physical Education, Librarian | Seminar | National Programme on Technology enhanced Learning | IIT. Madras and Rev. Jacob Memorial Christian College Ambiliggai, Dindigul |
| 5 | 01.02.2013 02.02.2013 | Sr. Jenita Mary | Computer science Education | Sate level Seminar | Innovation and Benchmarking Academic Autonomy | Lady Dock College, Madurai |
| 6 | 06.03.2013 | Mrs. Velvizhi | Computer science Education | Seminar | Institutionalizing lifelong learning in Education | Arrupe Centre for Policy Research Arul Anandar College, Madurai Madurai. |
| 7 | 13.04.2013 | Mrs. Ponmayil, Ms. Jerry Sharmila | Biological science Education Maths Education | Paper Presentati on International Conferenc e | Changes and challenges in Education | Raj College of Education |
| 8 | 11.09.2013 | Mrs. Arul Navarathinam | Librarian | Meaning for principal Collectora te | Counseling Centre in College | Counseling Centre by Joint Director Collector |
| 9 | 25.09.2013 | Mrs. Karunambal, Mrs. Arul Navarathinam , Sr. Mary Catherine | History Education, Librarian | Meeting for Co-ordination of Principal | Counseling centre in the college | Counseling Centre by Joint Director Collector, Counseling Cell |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

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|----|-------------------------------------|--|--|---|---|---|
| 10 | 11.11.20 13 to 16.11.20 13 | Sr. Mary Catherine | History Education | Training for college teachers | Psychological service counseling skills | American college Madurai, Organized by Collector Counseling Cell |
| 11 | 22.11.20 13 | Vijayalakshmi i.B | English Education | Seminar | Developing Critical Thinking | Annammal College of Education |
| 12 | 09.11.20 13 | Mrs. Meenashi, Mrs.Amuthav ali | Commerce Education, Tamil Education | Seminar (Stress managem ent) | Stress management | Crescent college of Education, Madurai |
| 13 | 17.07.20 14 | Mrs. Meenashi, Mrs.Packiam Mrs. Ponmayil | Commerce Education, Physical science Education, Biological Education | Seminar | Workshop on syllabus | C.S.I College of Education with special Education |
| 14 | 06.08.20 14 to 12.08.20 14 | S.Arul Navarathinam | Librarian | Training programm e for college teacher at American College | Psycho Educational skills | Dist. Administration and Manasa, Madurai |
| 15 | 01.03.20 14 | Mrs. Karunambal, Mrs. Pakiam, Ms. Usha devi | History Education, Physical Science Education, English Education | National Conferenc e | Recent Trends information a tool for social programme paper presentation | Fathima College and Vergal the Education Trust Madurai |
| 16 | 13.11.20 14 | Mrs. Viji | English Education | State level Seminar | Innovative practices in classroom instruction | Don Bosco Institute of Education and Research, Dharmapuri. |
| 17 | 14.02.20 14 | Mrs.Karunam bal Mrs.Packiam | History Education, Physical Science Education | Internatio nal seminar | Blended Learning opportunity and challenge in Education | M.K.U and I.Q.AC Vysya College and I.Q.A.C Vijay College of Education, Salem |
| 18 | 13.12.20 14 | Mrs. Ponmayil, Mrs. Amuthavalli | Biological science Education, Tamil Education | One day state level seminar | Empowering teachers education (cognitive psychology) | Sri Bharathi College, Pudukkottai |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

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|----|-------------------------------------|--|---|---|--|---|
| 19 | 18.09.20 14 to 19.12.20 14 | Mrs. Meenashi, Ms. Usha Devi Sr. Catherine | Commerce Education, Computer Education, Biological Education | Two days state level conferenc e | Effective class room process and practice the children as 21 st century | State council of Education Research and training, Chennai. |
| 20 | 10.01.20 15 | Mrs. Selvi | Maths Education | Regional Seminar | Happiness and teacher education | St. Thomos College of Teacher Education |
| 21 | 13.05.20 15 | Sr. Catherine | Biological Science | Internatio nal level Seminar | Enhancement in higher education through IQAC criteria specified by NAAC | Mannar Thirumai Naiyakar College Parumalai |
| 22 | 27.03.20 15 | Mrs.Usha Devi | Computer Science Education | One day internatio nal level seminar | Social media in the 21 st century classroom | St. Charles College of Education |
| 23 | 27.03.20 15 | Mrs.U.Ponma yil | Biological science Education | One day internatio nal level seminar | Role of ICT in Education | St. Charles College of Education, Madurai |
| 24 | 27.03.20 15 | Mrs.b.Vijayal akshmi | English Education | One day internatio nal level seminar | Significance of the role of ICT in on institution | St. Charles College of Education, Madurai |
| 25 | 27.03.20 15 | Mrs.selvi | Maths Education | One day internatio nal level seminar | Effectiveness of ICT based Teaching approach in Teachers Education. | St. Charles College of Education, Madurai |
| 26 | 27.03.20 15 | Mrs.Amuthav alli | Tamil Education | One day internatio nal level seminar | செய்யுள் கற்பித்தலில் தகவல் தொழில் நுட்பத்தின் பங்கு | St. Charles College of Education, Madurai |
| 27 | 27.03.20 15 | Mrs.J.Meenas hi | Commerce Education | One day internatio nal level seminar | Role of ICT in Education | St. Charles College of Education, Madurai. |
| 28 | 27.03.20 15 | Mrs.Packiam | Physical Education | One day internatio nal level seminar | ICT a teacher pupil interaction booster | St. Charles College of Education, Madurai. |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

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|----|-------------------------------------|--|--|---|---|--|
| 29 | 27.03.20 15 | Sr.Mary Catherine | Biological Science | One day internatio nal level seminar | Integration and Impact of ICT in Teaching learning Process | St. Charles College of Education, Madurai |
| 30 | 27.03.20 15 | Mrs.Arul Navarathinam | Librarian | One day internatio nal level seminar | Digital library boon or bane to students | St. Charles College of Education, Madurai. |
| 31 | 12.09.20 15 | Mrs. Uma | English Education | Workshop | Integrated English language teaching. | St. Xavier's College of Education. |
| 32 | 28.10.20 15 | S. Arul Navarathinam | Librarian | Training – Human Rights. | | Institute of Human rights Education, Madurai. |
| 33 | 17.10.20 15 | Mr. Tamilenthi, Sr. Jenita Mary | Education, Computer science Education | National conferenc e | ICT in education perception of high school teachers in thiruparankundar am presented (NEPE). New Edn policy for Enlightenment 2015- A critique | Dept. of Education Mother Teresa University, Kodaikanal. |
| 34 | 27.01.20 16 to 28.01.20 16 | Mrs. A. Packiam | Physical science Education | State level Workshop | Recent development in chemistry. | Madurai Kamaraj University. |
| 35 | 22.01.20 16 | Sr. Jenita Mary | Computer science Education | State level Workshop | Digital Lesson plan | Pope john Paul College of Education. |
| 36 | 06.02.20 16 | Sr. Amali Anbarasi | Principal | Euphemis m – A Necessity of the post modern Era. | | TANCEAN |
| 37 | 08.02.20 16 | Sr. Amali Anbarasi | Principal | Internatio nal Seminar | Cloud application for education. | St. Charles college of education. |
| 38 | 12.03.20 16 | Sr. Mary Catherine | Education | Internatio nal seminar | Role of teacher in implementing ICT in class room. | St. Charles College of Education, Madurai. |
| 39 | 12.03.20 16 | Mr. S.Tamilendhi | Education | Internatio nal seminar | E' competencies of D-I in Tamilnadu. | St. Charles College of Education, Madurai. |

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|----|----------------|-----------------------|-------------------------------------|------------------------------|--|---|
| 40 | 12.03.20 16 | Mrs. K. Amuthavali | Tamil Education. | Internatio nal seminar | கற்பித்தலை மேம்படுத்துவதி ல் கல்வியின் நுட்பங்கல் ஓர் கண்ணோட்ட ம். | St. Charles College of Education, Madurai. |
| 41 | 12.03.20 16 | Mrs. Selvi | Maths Education. | Internatio nal seminar | Effectiveness of small board technology based teaching on the achievement in mathematics for upper primary students. | St. Charles College of Education, Madurai. |
| 41 | 12.03.20 16 | Mrs. Ponmayil | Biological science Education. | Internatio nal Seminar | Barriers of ICT in Teaching and Learning. | St. Charles College of Education, Madurai |
| 42 | 12.03.20 16 | Mrs. Packiam | Physical Science. | Internatio nal Seminar | ICT in Informal and non formal Education. | St. Charles College of Education, Madurai. |

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

- The institution duly recognizes the commendable service rendered by the staff and records its sincere appreciation for the efforts put in by them for the success of all the programme and activities organised by it.
- The Management upholds and keeps their spirits up by presenting mementos and gifts and hosting dinners occasionally, as a token of appreciation and gratitude for their collaboration and support given for the success of our mission of educating the young.
- In the staff meeting, the staff members are appreciated specifically for their individual contributions and praiseworthy performances.
- The Institution entrusts responsibilities of being the co-coordinators and organizers for special programmes and common activities and enhances the self worth of those who are energetic and enthusiastic.
- It announces awards and rewards to the members of the staff who enrich themselves in professional qualifications as per the decisions taken by the Management.
- It trains them in using modern technologies and motivates them to do so by announcing special awards for those whose teaching methodologies have computer assisted and other electronic equipments based teaching aids. The technician maintains a register to record the frequency of the teacher educators' usage of the technological aids.
- The IQAC assists the management in assessing the teachers by administering questionnaire to the students. The response is consolidated and the teachers are individually briefed with the report. This helps them gain a lot of self knowledge and self esteem which motivates them for good performance.

- Staff credentials are appreciated by publishing their names and details of their endeavour such as paper presentations / participation of various seminars, conferences, etc. and other academic achievements in the annual release of our college magazine 'Charlian Spirit'.
- The professional activities and remarkable achievements of every staff find a place in the annual college day report.
- Staff picnics are arranged when relaxation and renewal are combined with special programmes during those outings.
- In addition to these above mentioned benefits, the staff members avail loans from Management.

2.5 Evaluation Process and Reforms

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

The barriers to student learning are identified, communicated and addressed through good planning contemplated by the Management right from its starting:

- The College is built in a calm and serene location that provides a naturally set conducive pollution free eco-friendly environment.
- The model Schools under different Boards (State and Matriculation), variation of gender combination and age group of students (Primary, Secondary and Higher Secondary, Girls School and Co-ed School) provide a variety of experiences for student teachers while they interact with the teachers and students at the time of common celebrations, co-curricular activities, extension services etc.
- Quality infrastructure is provided: Well-equipped library, updated ICT centre, digitized language laboratory, well furnished method laboratories, Audio Visual hall, Hostel which offers security, homely atmosphere conducive environment for learning. It facilitates discipline and formation for life in a serene atmosphere, vast playground for co-curricular programmes and for holistic learning.
- Support given for Technological teaching learning is more than appreciable. Every student teacher who enters the College as a computer illiterate leaves it at the completion of the course as techno savvy and those with minimum knowledge go with enhanced hand on experience to meet the technical world confidently.
- The teacher quality is confirmed by the University itself by its approval of the staff. Principal holds doctorate in Education. Out of eight members of the faculty one has submitted Ph.D. thesis, one is nearly completing the thesis, four have registered for Ph.D, two have approached their guide for registration. The quality of instruction is therefore ascertained.

Also the culture of evaluating periodically is exercised to learn if there are barriers to student learning related to conducive environment, infrastructure, access to technology, teacher quality, etc. They are:

- Periodical meetings with the student representatives of college convened by the staff in-charge.
- Daily interaction of the Principal with the students during the morning assembly.
- Interaction of the students with their respective teacher educators.
- Mentoring session where the small group of student teachers converse at ease with their mentor/educator. The staff then represent the student-teachers' concerns and needs to the Management during staff meetings.
- Informal meetings of the student(s) with the Principal at any time in Principal's office without prior appointment.

- Each department / class has its student representative in order to function as a contact person. The student-teacher representative brings the difficulties or challenges or the stress they undergo to the attention of the concerning Head of the department who in turn bring it to the Principal/ Management.
- The Management and the Principal also find out the barriers to learning through their informal interaction with students and with staff during breaks / recreation by being sensitive and alert to the prevailing situation.
- During the guidance and counseling, session the student counselor identifies the learning difficulties or barriers to effective learning of the student-teachers.
- ‘May I help you’, box is placed at the corridor for expressing suggestions, appreciation and grievances.
- Suggestions provided by parents and alumni during PTA / alumni association meetings are taken into serious consideration.
- The Management consults the student-teacher community on important matters pertaining to teaching-learning before the execution. After the execution of the activities an evaluation session is invariably held during which the grievance, if any, is brought to the notice of the Management.
- The College identifies the barriers also through the questionnaire administered to the student teachers to collect the feedback on teacher educators’ performance.
- The identified barriers are addressed at once by the Principal with the support of the Management. The grievance redressal cell is actively engaged in the effective discharge of redressal mechanism for the problems of the students.

Physical Barriers

- When student-teachers face physical barriers like any physical ailments – headache, stomach pain, low / high blood pressure, menstrual problems (girls), giddiness, etc., the College Management / the Principal and the staff refer them to St. Charles Health Centre for immediate relief where the staff nurse attends. In case of serious illness, care is taken to send the affected safely home for subsequent medical treatment.
- If students happen to have come without lunch they are served free meals in the hostel.
- Care is taken to arrange someone to accompany the differently abled student-teachers to make their learning pleasant and easy.

Psychological Barriers

- As most of the student-teachers feel stressed due to the number of records they are asked to produce, the management arranges for God-experience, yoga classes and meditation to make them feel relaxed.
- Counseling by experts is offered to the student-teachers who are under stress so that they are able to overcome the difficult situation with right decision. Widows and divorcees are personally accompanied by the Principal and the student counselor.
- Mentoring sessions are arranged for those students who feel tensed due to academics.

Socio-Economic Barriers

- The Management takes every step to inform the students to avail themselves of the various scholarships like SC/ST, Minority, Farmer, First Generation Learners offered by the State and Central Governments and to obtain the same at the earliest.
- The Management also helps those economically poor students in getting educational loans from the banks.

- The Management gives concession in the payment of tuition fees to the most deserving poor students. It finds sponsorship for few students who are from the disadvantaged section of the society.
- Students hailing from the most disadvantaged are given special attention, so as to raise their self-esteem and self-confidence.

Academic Barriers

- After identifying the slow learners among the student-teachers through diagnostic test, remedial classes are arranged for them after the class hours.
- The management takes every step to equip the student-teachers with adequate English communicative skills, computer skills, language skills, and life skills.
- The student-teachers are encouraged to use the book bank in the college library for making their learning easy.
- The staff provide notes on the subject papers to the student-teachers in order to facilitate their understanding of the concepts taught. The SLM is uploaded into the server to make it accessible for student teachers at their convenience.
- The accompaniment of staff gives the student-teachers confidence and courage to achieve academic excellence.
- The teacher educators are constantly encouraged to update their knowledge, to improvise their method of teaching, to use ICT while teaching and to improve their quality of teaching.
- The Management conducts various enrichment programmes for the staff keeping in line with the recent trends in the educational development.

Infrastructural Barriers

- The student-teachers are encouraged to avail themselves of the full range of infrastructure facilities like internet, Wi-Fi, library, book bank, hostel, playground, etc.
- The Management provides transportation facility from the College to the important centres of the city where commutation is easily accessed.

Cultural-Religious Barriers

- St. Charles College of Education is composed of multi-cultural, religious, ethnic student-teacher groups. It admits students from various cultural and linguistic backgrounds. Hence, the Management is very much sensitive to the cultural, religious and ethnic heritage of the student-teachers. In order to promote synergy, unity in diversity, and religious harmony the Management conducts periodically interreligious prayer services and celebrates all religious festivals with due respect to all religions.
- Students hailing from remotest rural areas are given special attention in the areas of self-esteem, personality development, and guidance and counselling. They are constantly encouraged to take part actively in all the programmes.

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

The assessment and evaluation processes are both internal and external. The mode of evaluation processes operative in the college is made known to the student teachers during the orientation programme. The faculties inform the students regarding the process of internal assessment which is mentioned in the regulations of the courses printed in the College Calendar for ready reference.

The schedule for internal tests and dates of submission of assignments are informed to the students well in advance. A detailed time-table for internal tests is put up on the notice board minimum a week before its commencement. The allotment of marks for the internal examination, external theory examination and practicum is made known to the student teachers as per the instructions of the University which is revised periodically with the change of syllabus.

Internal Assessment:

- The student-teachers are continually assessed to ensure their gradual progress in learning. The staff conduct diagnostic test in the beginning of the academic year to find out their English proficiency and content knowledge in their subjects.
- Seminars and quiz are conducted to promote their active participation in all learning activities, thereby ensuring their understanding and learning.
- Slip test, home test and open book test are used to confirm that the learning has taken place and that they have understood the concepts taught.
- Periodical internal written tests – unit tests, terminal exams, revision examination and model examination are conducted. Off-campus question paper setting is adopted for either revision or model examination.
- The student-teachers are also given projects and assignments to elicit and develop their creativity and originality.
- The answer sheets are corrected scored and the students are ranked. The progress report is produced for parent/guardian to sign.
- Revision and model examinations for theory and mock practical examination are conducted to help the student-teachers prepare for the final University examination.

Practicum:

Teaching skills and competencies are assessed during practice teaching in schools. Before the university practical examination, teaching competencies of the student-teachers are assessed through a mock examination.

Continuous Evaluation:

- Everyday activities are evaluated to rate their performance level individually and in groups. *For example:* Organising the assembly, using library, referring books, using internet, availing technological aids, participation in extracurricular activities and competitions, preparation of teaching aids, handicraft etc. All these assessments are meant to motivate the students to learn better and become multi skilled personalities.
- The student teachers are continually assessed under the internal assessment scheme to ensure immediate feedback and develop suitable mechanism for remedial measures. At the end of each process of internal assessment, teachers provide suitable suggestions for further progress and improved performance in the successive process of internal assessment.

External Evaluation:

- The final assessment is done by the external board appointed by the University. The university conducts both theory and practical exams to assess the student-teachers' performance.
- **Written Exam:** A three hour exam is conducted on each paper by the Examination Board of the TNTEU. The external board appraises the performance of the student-teachers and the results are published by the University.
- **Practicum:** The student-teachers are assessed during their practical exam. All the teaching-learning materials prepared for practice teaching and the records are displayed

- for assessment by the external board appointed by the University. The external board conducts viva-voce.

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

Utilising the Evaluation outcome for Improvement:

All the learning activities are duly assessed objectively by conducting tests and examinations by the Examination committee and the outcomes are promptly communicated to the student-teachers.

- The answer scripts of the students are valued and distributed by the concerned teacher educators in the class with the comments for improving their performance.
- The answers are discussed in common in the classrooms. This result analysis and personal interaction with the individual student-teacher is done by the concerned staff after every test and examination to bring in the corrective measures.
- Computerized mark statements with ranks are displayed on the bulletin board.
- Communication about the academic progress of the student-teacher is sent to the parents / spouse / guardian for their kind information and follow up through the progress report.
- A separate record of the student-teacher's progress is maintained by the examination committee.
- The mentors pay special attention outside the college hours to the poor performers. The poor performers and the absentees are given home-tests.
- The educators try to simplify the instructional material for weak students and adopt the methodology which would enable them to understand the concepts taught.
- Remedial classes are arrangement especially for the slow learners as a follow up programme to improve their performance.
- Every teacher prepares question bank on their subject. The question banks are utilized to make trainees familiar with different types of questions and framing.
- Rewards are given to meritorious student-teachers in the college annual day.
- University examination results are published by the University in its website / internet.

Thus based on the outcome of the formative evaluation, low achievers are identified for whom special care and attention are given by the faculty through remedial coaching and peer group tutoring. High achievers are encouraged for higher order of creativity, originality and innovative trends in the learning process. Average learners are also motivated further to improve their performance to a greater height.

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

- The evaluation schedules for each skill in the microteaching and teaching competencies are prepared in MS-word.
- Soft copy of the photographs and videos taken during micro-teaching and macro-teaching are maintained.
- The staff set the question papers in document format for the tests and examinations and submit the softcopy to the examination committee in CDs.
- The examination committee prepares with the help of computers the time-table for examination, hall allotment, invigilation duty schedule, mark statements in a format in such a way to retrieve the data under different criteria, uploads in the college website the outcomes of the University examination.
- University publishes the results of the final examinations conducted by the Examination Board of the University in its website.

- Hard and soft copies of the examination results are stored year after year in our system and backed up in CDs.

2.6. Best Practices in Teaching Learning and Evaluation process:

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

- Enhancement of the regular practice of yoga and meditation for wholeness and efficiency encouraged by orientation sessions led by experts.
- Puppetry, drama and art made familiar and practical for teaching-learning process.
- Faculty Performance appraisal by the Student-teachers, the Peers and the Principal.
- Result analysis done systematically in order to take remedial measures for furthering the effectiveness of learning and teaching.
- Zero hour classes, remedial teaching and peer tutoring for the low achievers in academics by teacher educators.
- Periodical interaction with the office bearers of the student Council by the staff in-charge to learn the students' expectations and limitations.
- Special course in English Communicative Skills to enhance their fluency in English.
- Guest lecturers/workshops arranged on various topics related to teacher education curriculum to keep student-teachers well-informed about the current trends in education sector.
- Collaboration with various academic units existing in the campus that enrich the knowledge about the modus operandi of academic process in different types of Schools.
- Introduction of Rural Social Exposure Programme as a part of curriculum to the student-teachers to have a first-hand experience of the rural social reality.
- Use of mobile phones inside the classrooms, interactive board and internet technology for spot reference by student-teachers.
- Video Assisted feedback on micro and macro-teaching.
- Attending seminars, presenting papers, and publishing articles in reputed journals related to teaching, learning and evaluation aspects by staff.
- Seminars in ICT (NAAC sponsored), paper presentation by student-teachers and educators on topics in ICT; Conferences on various themes such as Soft Skills for student teachers and educators.
- Subject-wise blogs created for posting important learning materials.
- Motivation to adopt modern technologies through frequent sessions on the use of technology.
- Introduction and training in supplementary methods of teaching with audio visual aids and computer aided learning.
- Empowerment of the student-teachers with the knowledge of E-teaching and e-learning methods and training for operating the e-equipments.
- Additional scores given when downloaded materials are used for seminars given by the students and Computer Aided Teaching for the actual teaching during internship.
- Workshops and training programmes for improvised teaching aids and use them effectively for quality instruction during the block teaching.
- Visits to special and innovative schools to observe various teaching methodologies adopted in educating special and gifted children and high achievers.
- Emphasis on cooperation and mutual understanding enhanced through association, clubs and team work.

- Responsibility, commitment and accountability are the values the students imbibe in active participation they take through cells and committees formed for college administration.
- Learner-centered action research is carried out by the student teachers in the model schools.
- Evaluation process is mechanized by question banks stored in compact disks. Computing the results electronically speeds up the presentation of the feedback with clarity and accuracy to the student teachers.

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

Delivery of instruction through use of technology is a practice adapted by our institution from its very beginning which is facilitated by:

- Halls and classrooms equipped with powered screens for the optimum usage of projectors.
- The entire teaching faculty use it effectively in the teaching-learning process and the student teachers are trained in SMART class room usage for teaching with the help of Interactive Board in the Conference hall.
- Effective instruction is given during teaching-learning in the method labs using the LCD projectors (2 fixed and 3 portable) and 2 laptops.
- Three Over Head Projectors at the disposal of student teachers and staff in order to make learning and teaching easy and impressive.
- PowerPoint presentations, screening video clips, group discussions, debates, field trips, nature-teaching, role plays, puppet shows, self-paced learning are employed for effective teaching and learning.
- Inquiry forum method, collaborative learning, self regulated learning, mind mapping, peer teaching / tutoring, team teaching, internship training, practicum are the innovative strategies employed by the faculty to promote students' intellectual commitment.
- Student teachers are encouraged to prepare and teach a topic based on the recent Models of Teaching such as Inquiry Training Model, Concept Attainment Model, etc.
- All students are encouraged to prepare lesson plans based on Herbartian Model, E-teaching and e-learning methods and using the e-equipments. Student teachers prepare e-lesson for each option.
- Audio system with the stereo sound mixer and a recording device are used during guest lectures and special talks.
- Computer lab and language lab are furnished with computers for the use of student-teachers.
- The institution reflects on the best practice in the delivery of instruction by training, appreciating, motivating, encouraging and providing facilities to the teacher educators to update themselves with the growing technology.
- The institution has well-equipped language laboratory, computer laboratory, audio-visual laboratory and additional electronic equipments.
- Well trained technicians are there to support the faculty members. A good number of ready made software packages are made available.
- The teachers provide question bank and summary of the lessons through files stored in the computers.
- Sample **e-lessons** in different subjects are projected to create interest and initiate the usage of computers for preparing teaching aids, use digital lessons and refer web materials.

- The educators are permitted to browse and make prints free of cost.
- Library is automated for easy search for reference books. Facilities for reprography, printing and photocopying is provided in the library.

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

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

The first assessment report with reference to Teaching-Learning and Evaluation and how they have been acted upon is given under:

Catering to the Diverse Needs

The formal system of assessing the knowledge and skills of students after admission was and is in practice. It is also recorded with evidence to make it visible.

- The students admitted for the course are given different types of questions viz. objective type, short answer questions and short essay questions during a one hour test.
- The test is meant to measure the individual's depth of knowledge in one's major subject, fluency of language (both Tamil and English) the skill of organizing the reflections, skill of creativity, skill of presentation, time management etc.
- The teacher educators instantly evaluate, analyse and bring the results for discussion to draw up plans for bridge course and course for developing the language skill during the 15 days orientation programme.
- The newly admitted students are grouped randomly and given the task of organizing cultural activities during the ice-breaking sessions of the orientation programme. The individual's abilities and talents are studied as the group performs variety of activities which also becomes a basis for the choice of leaders for different assignments later.
- In the classroom environment, the advanced learners are identified by the concerned subject teachers. The advanced learners' academic needs are met by adopting innovative techniques of teaching and learning such as video reflective learning, brainstorming sessions, think-pair-share, mind mapping, panel discussion, project-based learning, peer teaching, seminar presentation and multi-media presentation. The resources of advanced learners are considered as a great boon for other students of the class / subject. Further, they are involved in teaching the low achievers and mediocre learners under the ability grouping and monitoring mode.
- They are also involved in academic planning, shouldering the responsibility of teachers, helping the low achievers and taking a lead in other activities of the college. The advanced learners are encouraged by the concerned subject teachers by creating an environment or organizing various programmes in such a manner to involve them.
- Participation in inter-departmental, inter-collegiate and national level academic programmes provides opportunities for high achievers to experience academic excellence. Advanced learners are motivated to head a small group to enable everyone in the group to present papers in intra / inter-collegiate seminars and conferences.
- The advanced learners are the monitors who take the extra responsibilities to mediate between educators and peer group, management of the practice teaching school and the peers. They take the lead role in organizing the college programmes, to compere and activate the group dynamics.

Teaching Learning Process

The teacher educators use a variety of methods for teaching, technological teaching aids (PPT, video clipping, spot net source etc.) audio visual aids (Charts, models, OHP etc.) are frequently used. Library hour is allotted for different subjects and the respective educators accompany the students which augment the teaching-learning process. All our teacher educators are adept with the skill of handling technological equipments for delivering instructions, collecting information and training the students.

Listed below are the methods and techniques enthusiastically utilized to effect qualitative teaching and learning:

- Technology blended individual learning, Project-based learning, Library based learning, Brainstorming sessions, Role play, Co-operative learning, Think-pair-share, Video Reflective Learning, Internship, Practicum, Computer Aided Instruction, Panel Discussion, Debate, Seminar / Peer teaching, Visits, Collaborative learning, Microteaching, Observation sessions, Preparation of teaching aids, various models of teaching.
- To ensure effective learning Concept mapping, Mind mapping, Self Regulated Learning, Team teaching, Learning-on location programmes, Practical oriented exposure etc. are used.

Teacher Quality

- Teacher quality has been enhanced to an immense level through various teacher welfare programmes added to the policy such as study leave, loan for higher studies etc. also through motivational programmes integrated into the academic activities such international level seminars and releasing of seminar compendium.
- Frequency of quality faculty development programmes are increased as shown in the list in the column proper above.
- There are many faculty members with doctorate degree. Most have registered and some have submitted their thesis and await the viva-voce.
- The experienced faculties are selected who choose to be employed in our college preferring it for the values it stands for and the ethos it provides and to enhance their quality and qualification through ample opportunities it offers to everyone who is earnest and committed to her/his profession. Being an approved minority institution we are rid off the need for University getting involved in the appointment procedures. However the subject experts of our Society sit in the panel for selection.
- Format of feedback is given to the faculty members to evaluate the college and management.
- Reforms in examination are initiated and established by introducing a number of evaluation techniques which are designed to elicit the best from the low achievers and the mediocre and challenge the high achievers to motivate them to focus higher.

Some of the techniques are:

Continuous Internal Assessment:

- Continuous Internal Assessment system as a part of the formative evaluation is adopted. In each subject of study and practicum, the students have been continually assessed under the internal assessment scheme to ensure immediate feedback and develop suitable mechanism for remedial measures.

- At the end of each process of internal assessment, teachers provide suitable suggestions for further progress and improved performance in the successive process of internal assessment.

Home tests:

- Home tests are given to the absentees and those who secure lesser than required percentage for pass mark.
- Ranking and production of progress report are given to parents/ guardians.
- Zero hour revision classes for the low achievers are conducted.
- It is made easily accessible the bulky question bank lodged in the server in the ICT centre.

Remedial Coaching and Peer Group Tutoring:

Based on the outcome of the formative evaluation, low achievers are identified for whom special care and attention are given by the faculty through systematic remedial coaching and peer group tutoring. High achievers are encouraged for higher order of creativity, originality and innovative trends in the learning process through special assignments for seminar, teaching the low achievers through simple methods etc.

Average learners are also motivated further to improve their performance through personal discussion to clarify the doubts and provided simpler materials for individual learning. Answer scripts of previous year's toppers in all the core papers is displayed.

Best Practices in Teaching-Learning and Evaluation

In all aspects of teaching-learning and evaluation the best practices evolved are many as it has become a felt need.

- With regard to admission procedures, web technology is used for advertising.
- Catering to the diverse needs has been given much importance. Knowledge and skill of the admitted students are assessed, recorded and filed through technical mode to make the reference available in a tangible way. Advanced learners are given the opportunities to further augment their originality and creativity through special responsibilities such as peer tutoring, presenting seminars etc., which enhance their learning abilities and leadership qualities.
- Different methods and models of teaching are introduced through workshops and training programmes for the teacher educators and student teachers who employ them in the teaching learning process.
- All the educators are adept in handling digital technology and all of them use it for delivery of instruction, evaluation and research. Two international level seminars in ICT, training programmes and workshops for hand on experience for handling digital equipments (LCD projector, Interactive Board), use of software packages like Excel and SPS have empowered our faculty members to be techno-savvy.
- Teacher quality is augmented in an appreciable way both by enhancing their qualification through encouragement given by teacher welfare programme and improving their efficiency through faculty development programmes.
- Reforms in examination are implemented in keeping with the evolving educational policies. Continuous assessment, strategies for catering to different types of learners etc., are brought into practices which have shown tangible results.

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

Quality sustenance and enhancement in Teaching-Learning and Evaluation have been undertaken through continuous execution of strategies that effected practice of innovative teaching approaches such as Technology-blended learning with well-equipped hi-tech classrooms, seminars on ICT, Workshops in demo and practice of the software packages for research analysis. Increase of computers, LCD projectors and OHPs facilitate the use of ICT for improving teaching-learning.

Self Regulated Learning and Inquiry Forum Approach were brought into practice through seminars on models of teaching resourced by authoritative experts on the subject of Models of Teaching. Students avail information from a book on models of teaching, translated from Hindi to Tamil by the undaunted effort of the Principal of our College.

Appointments of sufficient and competent faculties who have acquired qualifications more than the minimum required for approval such as M.Phil and Ph.D are approved by the University. Systematic and periodic feedback collection from students is utilized for improving the teacher quality.

Regular workshops on methods of teaching, models of teaching, research methodology and statistics, ICT, periodical courses in English Communicative skill both for student teachers and educators, peer assessment and peer discussion for improving the professional skills and abilities create an ambience of learning.

Teacher educators and student teachers have undertaken compulsory research work and presentation of paper during seminars on ICT held in the College and the papers/articles have been published in the compendium released twice by the College. Management encourages teacher educators to attend seminars and workshops minimum 3 every year and present papers in reputed journals.

Part II - 2.2.3

**Criterion III : RESEARCH, CONSULTANCY
& EXTENSION**

Criterion III: Research, Consultancy and Extension**3.1 Promotion of Research****3.1.1 How does the Institution motivate its teachers to take up research in Education?**

- The IQAC's proposal to suitably award the teacher educators who qualify and upgrade themselves academically and pedagogically has been approved by the Management.
- The Institution honours and awards those individuals who present papers in National and International journals and magazine at the annual day celebration with a worthy prize. The expense is met from the Teachers' benefit fund allocated in the budget.
- Study leave is granted with salary.
- The Institution not only consents to teachers taking up research in Education but also awards and appreciates the staff members who qualify themselves with higher degrees.
- The list of the members who pursued higher studies is as follows:

| Name of the staff | Date of Registration and Number | Guide |
|-------------------------------------|---|--|
| Sr. A. Amali Anbarasi, Principal | Madurai Kamaraj University, Madurai P8075 06.06.2008 | Dr. S. Kokila Thangasammy, Principal- Lakshmi College of Education, Gandhigram, Dindigul, Dt. |
| S. Tamilenthir | Dravidian University, Andhra Pradesh OPPHED-007/2008 | Dr. Mohana Sundaram, HOD of Education Department, Tamil University, Thanjur. |

The list of the members who presently are pursuing higher studies is as follows:

| Name of the staff | Degree | Reg. No. and date | Guide |
|--|---------|---|--|
| Mrs. P. Jeyalakshmi Asst. Prof. in Education | Ph.D | MSU Reg.No. 10386 27.06.2013 | Dr. K. Krishnamoorthy Asst. Prof. in Education, DDE, Alagappa University, Karaikudi. |
| Mrs. Selvi Claire Vellut Asst. Prof. in Maths Education | Ph. D | Alagappa University, Karaikudi | Dr. Sujatha Malini Associate Professor, College of Education Alagappa University, Karaikudi |
| Mr. Nedumaran Physical Director | Ph.D | Alagappa University 402017 14.10.2016 | Dr. Jeyavel Alagappa University, Karaikudi. |
| Mr. Rajamohammed Asst. Prof. in Phy. Sci Education | Ph.D | Bharathidasan University, 2016 | Dr. Rajendren Bharathidasan University, Tiruchhirappalli |
| Mrs. Ananthi Asst. Prof. in History Education | Ph.D | Madurai Kamaraj University | Mrs. Lakshmi Associate Prof. in History Government arts and Science College, Madurai. |
| Sr. Jenita Mary Asst. Prof. in Comp. Sci. Education | M.Phil. | Mother Teresa Women's University, Kodaikanal | Educational contribution of sisters of St. Charles Borromeo in Madurai district. |

What are the thrust areas of research prioritized by the Institution?

Being a College of Education the thrust areas of research prioritized by the Institution are ‘Teacher and Learner’ and ‘Teaching and Learning’.

- The topics under research are:

| S. No | Name of the candidates | Degree | Area of research |
|-------|--------------------------|--------------------------|--|
| 1 | Sr. A. Amali Anbarasi | M.Phil Ph.D | An Assessment of the English Language Competency at Primary Level. The Effect of Community Language Learning Method in Teaching English as a Second Language in Secondary Schools in Tamil Nadu. |
| 2 | Mrs. P. Jeyalaksmi | M. Ed M. Phil Ph.D | A Study on Problems of Educated Women in Rural Areas in and around Madurai City. A Study on Integration of Information and Communication Technology in Teacher Education. Impact of Teacher Competency, Teacher Personality and Teacher Attitude on Higher Secondary Students’ Achievement in Science. |
| 4 | Mr. Raja Mohammed | M.Ed., M.Phil | A Study on Scientific Attitude in Relation to School Environment among X Grade Students in Dindigul District. Awareness in Human Rights and Leadership Qualities among B.Ed Students. |
| 5 | Mrs. Amudhavalli | M.Ed., M. Phil | மதுரை மாவட்டத்தில் உள்ள பள்ளிகளில் மேல்நிலைக் கல்வி பயிலும் மாணவர்களிடையே தமிழ் இலக்கணம் கற்பதில் உள்ள சிரமங்கள் அருணனது ‘சரயூ’ நாவலில் மீட்டுருவாக்கச் சிந்தனை. |
| 6 | Mrs. Ananthi | M.Ed., M.Phil | Attitude towards Activity Based Learning Method of Primary School Teachers in Madurai District. Department of Town planning in Madurai Corporation. |
| 7 | Mrs. Selvi Claire Vellut | Ph. D | Remedial Strategies for Oppositional Defiant Disorder of Students at Secondary Level. |
| 8 | Sr. Jenita Mary | M.Ed., | Relationship Between Study Habits and Academic Achievement of Higher Secondary Students of Computer Science in Madurai District. |
| 9 | Sr. Sabina Jose. S | M.Ed., | A Critical Study on Imparting Value Based Education to the Higher Secondary Students in and around schools of Tirupattur in Vellore District. |
| 10 | Mr. Nedumaran | M.P.Ed., | Role of All India Radio Madurai towards Promotion of Sports and Games. |
| 11 | Mrs. Rajathi | M. Li.Sci. M. Phil | Use of Information Sources and Services among the Undergraduate Students of Government Arts College, Melur. |

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

Yes. The Institution encourages Action Research.

- A thorough knowledge about Action Research is given to the Student Teachers before they start their block teaching practice. The teacher educators help them select the feasible problem which could be rectified and guide them in carrying out the action research systematically. The trainees complete this project during their block teaching and on their return from their practice teaching they bring the complete report of the procedures followed, the major outcomes and the impact.
- Our students have done action research on different problems like: *Illegible writing in English, spelling mistakes in Tamil writing, imperfect diagrams in Science, Difficulty in solving problems in Accountancy, difficulty in locating places in the map, irregularity in completing the home work in Mathematics; Scarce usage of computer laboratory etc.*
- As a result of systematic implementation of the action research and encouragement given by the student teachers, 80% of the school students were able to show improvement in their performance.

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

Conference attended in the last five years

| Conferences | Attended by | When and where |
|---|--|---|
| National Conference on Role of ICT in Teacher Education. | Mrs. P. Jeyalakshmi | 11 th and 12 th Feb, 2011 at Dr. Sivanthi Adithanar College of Education. |
| International Conference on Changes and Challenges in Education | Mrs. Ponmayil Ms. Jessy Shirmila | 13 th Apr, 2013 at Raj College of Education |
| International Conference on “E-Learning and Information Technology in Education”. | Mrs. P. Jeyalakshmi | 24 th and 25 th Jan, 2013 at Dr. Sivanthi Adithanar College of Education. |
| International Conference on teaching English for employability | Ms. Vijayalakshmi | 22 nd and 23 rd Nov, 2013 at Annammal College, Thoothukudi . |
| National Conference on “Benefits of Blog in Teaching and Learning Process in Higher Education”. | Mrs. P. Jeyalakshmi | 8 th to 10 th Jan, 2014 at Manonmaniam Sundaranar University. |
| National Conference on Recent Trends in Higher Education. | Sr. Dr. Amali Anbarasi | 15 and 16 th Jan, 2014 at Loyola College, Chennai. |
| National Conference on Recent Trends in Feminism-a tool for Social Reform | Ms. Karunambal and Ms. Usha devi Mrs. Packiam | 1 st Mar, 2014 at Fatima College. |
| State Level Conference on Effective Classroom Process and Practice to Enable the Children as 21 st Century Citizens. | Mrs. Meenakshi Ms. Ushadevi Sr. Catherine | 18 th and 19 th Dec, 2014 at SCERT, Chennai. |
| ICSR sponsored National Conference on Electronic Resources in Teacher Education. | Mrs. P. Jeyalakshmi | 24 th and 25 th Apr, 2015 at Alagappa University. |

| | | |
|---|-----------------------------------|---|
| National Conference on New Education Policy for Enlightenment 2015 | Mr. Thamilenth Sr. Jenita mary | 17 th Oct, 2015 at Indian society for Education and Allied Science. |
| National Conference on Teaching and Learning of with through English across Continents. | Sr. Dr. Amali Anbarasi | 8 and 9 th Feb, 2016 at St. Ignatius College of Education, Palayamkottai |

Seminars attended in the last five years

| Seminars | Attended by | When and where |
|--|---|---|
| Early Detection of Learning Disabilities and Intervention in School. | Mr. Raja Mohammed | 2011 at A.S. College of Education. |
| Today's Research for Degree sake or for Knowledge | Sr. Dr. Amali Anbarasi | 9 th Dec, 2011 at Yadava College, Madurai. |
| Teachers Parenting the Children with Special Needs. | Sr. Dr. Amali Anbarasi | 18 th Feb, 2012 at St. Charles College of Education. |
| National Level Seminar on Teachers Parenting the Children with Special Needs. | All Members of the Faculty | 18 th Feb, 2012 At St. Charles College of Education. |
| National level Seminar on 'Performance of Dyslexia and its Characteristics.' | Mrs. P. Jeyalakshmi | 18 th Feb, 2012 at St. Charles College of Education. |
| National Seminar on 'A Grammar Of English Question for Teachers In Colleges'. | Sr. Jenita Mary | 30 th and 31 st October 2012. |
| Techno-pedagogy Education Emergence in Teacher Education. | Mr. Raja Mohammed | 2012 at K. Nanda PPA Gounder College of Education. |
| Institutionalizing Life-long Learning in Tertiary Education. | Mrs. Velvizhi | 6 th Mar 2013 at Arul Anandar College, Madurai. |
| National Programme on Technology Enhanced Learning(NPTEL) | Ms. Uma Mrs. Sajeetha Rachel Mrs. Arul Navarathinam | 2 nd Feb 2013 at Rev. Jacob Memorial Christian College, Dindigul. |
| Innovation and Benchmarking under Academic Autonomy | Sr. Jenita | 1 st and 2 nd Feb 2013 at Lady Doak College, Madurai. |
| Developing Critical Thinking | Mrs. Vijayalakshmi | 21 st and 22 nd Nov 2013 at Annammal College of Education, Tuticorin. |
| International Seminar on "The paradigm of Knowledge Management in Higher Education Institution". | Mrs. P. Jeyalakshmi | 14 th and 15 th Dec 2013 at Bishop Agniswamy College of Education. |
| State Level Seminar on 'Innovative Practices in Classroom Instruction.' | Mrs. Vijayalakshmi | 13 th Dec 2014 at Don Bosco Institute of Education and Research, Dharmapuri. |
| Empowering Teacher Educators through Cognitive Psychology. | Mrs. Ponmayil | 13 th Dec 2014 at Sri Bharathi College of Education, Pudukkottai. |
| கவனம் | Mrs. Amudhavalli | 13 th Dec 2014 at Sri Bharathi College of Education, Pudukkottai. |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | |
|---|--|--|
| International Seminar on Blended Learning Opportunities and Challenges in Higher Education. | Ms. Karunambal Mrs. Packiam | 13 th and 14 th Dec 2014 at Vysya College of Education, Salem. |
| Regional Seminar on ‘Happiness and Teacher Education.’ | Mrs. G. Selvi Claire Vellut | 10 th Jan 2015 at St.Thomas College of Teacher Education, Tuticorn. |
| National Seminar on enhancement in higher Education through IQAC criteria specified by NAAC | Sr. Mary Catherine | 13 th Mar 2015 at Mannar Thirumalai Naickar College, Madurai. |
| International Seminar on ‘Social Media in the 21 st Century Classroom.’ | Ms. Ushadevi | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar on ‘Effectiveness of ICT Based Teaching Approach in Teacher Education.’ | Mrs. G. Selvi Claire Vellut | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar on ‘Significance of the role of ICT in an Institution.’ | Mrs. Vijayalakshmi | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar on ‘Significance of the role of ICT in Education.’ | Mrs. Ponmayil Mrs. J .Meenakshi | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar on ‘ICT- A Teacher Pupil Interaction Booster.’ | Mrs. A.Packiam | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar ‘On Integration and Impact of ICT in Teaching Learning Process.’ | Sr. Mary Catherine Mrs. Arul Navarathinam | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar on ‘செய்யுள் கற்பித்தலில் தகவல் தொழில் நுட்பத்தின் பங்கு.’ | Mrs. Amudhavalli | 27 th Mar 2015 at St. Charles College of Education, Madurai. |
| International Seminar on “A study on Integrating ICT in Education.” | Mrs. P. Jeyalakshmi | Apr 2015 at Dr. Sivanthi Adithanar College of Education, Thiruchendur. |
| International Seminar on ‘Perception of Research Scholars on Communication Technology with Reference to Modern Gadgets and Apps.’ | Mr. Nedumaran | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai. |
| Usage of e-resources among the PG students in Melur Arts and Science College: A Study | Mrs. Rajathi | Annamalai University |
| Library network and Social Network: An Overview | Mrs. Rajathi | Gandhigram University |
| Journal of Sociology and Social Work: A Bibliometric Study | Mrs. Rajathi | Alagappa University |
| கற்பித்தலை மேம்படுத்துவதில் தகவல் தொழில் நுட்பத்தின் பங்கு | Mrs. Amudhavalli | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai. |
| Role of Teacher in Implementing ICT in Classroom | Sr. Mary Catherine | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai |

| | | |
|--|--------------------------------|--|
| e-competencies of Distance Education | Mr. Thamilenthi | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai. |
| Effectiveness of Smartboard Technology based Teaching on the Achievement in Mathematics for Upper Primary Students | Mrs. G. Selvi Claire Vellut | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai. |
| Barriers of ICT in Teaching and Learning | Mrs. Ponmayil | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai. |
| ICT in Nonformal and Informal Education | Mrs. A. Packiam | 11 th and 12 th March 2016 at St. Charles College of Education, Madurai. |

Work- shop attended in the last five years

| Work shop | Attended by | When and where |
|---|---|---|
| Psychotherapy and Counseling | Mrs. Sajeetha Rachael | 18 th Oct 2012 at Crescent College of Education, Madurai. |
| ICT in Learning and Teaching | Mrs. Meenakshi Ms. Jessy Mr. Pereira | 24 th Jan 2013 at M.S.P. Nadar College of Education, Virudhunagar. |
| Models of Teaching | Sr. Dr. Amali Anbarasi | 19 th and 20 th Dec 2012 St. Charles College of Education |
| Models of Teaching | Sr. Dr. Amali Anbarasi | 19 th and 20 th Dec 2012 St. Charles College of Education |
| Science Express- Bio diversity special | Sr. Dr. Amali Anbarasi | 9 th Aug 2013 at Vickram Sarabhai community science centre, Madurai. |
| The Progress in the Research Process in the Present Scenario | Mrs. P. Jeyalakshmi | 7 th Feb 2014 Dr. Sivanthi Adithanar College of Education |
| Educational Research- A Practical Approach | Mrs. P. Jeyalakshmi | 19 th and 20 th Mar 2014 Madurai Kamaraj University |
| Syllabus Analysis and Strategy Planning | Mrs. Ponmayil Mrs. Packiam Mrs. Meenakshi | 16 and 17 th July 2014 at C.S.I. College of Education, Madurai. |
| Utility of SPSS in Educational Research | Mrs. P. Jeyalakshmi | 30 th Aug 2015 at Ignite Minds Academy. |
| Integrated English language Teaching | Mr. Tamilenthi | 12 th Sep 2015 at St. Xavier College of Education. |
| Cloud Application for Education | Sr. Dr. Amali Anbarasi | 11 th and 12 th Mar 2016 at SCCE |
| Role of Teachers in Implementing ICT in Classrooms | Sr. Mary Catherine | 11 th and 12 th Mar 2016 at SCCE |
| E-Competencies of the Digital Age Teachers with reference to Distance Education | Mr. Tamilenthi | 11 th and 12 th Mar 2016 at SCCE |
| ICT in Informal and Non-formal Education | Mrs. Packiam | 11 th and 12 th Mar 2016 at SCCE |

| | | |
|--|-----------------------------|--|
| Impact of Smart Classrooms in Teaching Mathematics in Upper Primary Classes- An Empirical Analysis | Mrs. G. Selvi Claire Vellut | 11 th and 12 th Mar 2016 at SCCE |
| Barriers in adapting ICT in Teaching and Learning | Mrs. Ponmayil | 11 th and 12 th Mar 2016 at SCCE |
| Use of e-learning in library and Information Science | Mrs. Arul Navarathinam | 11 th and 12 th Mar 2016 at S SCCE |
| ICT in Education and Research Innovations Trends and Issues | Mrs. Amuthavalli | 11 th and 12 th Mar 2016 at SCCE. |
| Efficacy of ICT in Higher Education - An Analysis | Sr. Jenita | 11 th and 12 th Mar 2016 at SCCE |

Seminars organized in the last five years

| Seminars organized | Attended by | When and where |
|--|--------------------------------------|------------------------------------|
| ‘Consumer Rights Club’ – by Mr. Ashok Kannan | Faculty and Student Teachers of SCCE | 11 th Dec, 2012 at SCCE |
| ‘Aids Awareness Programme ‘– by Mrs. Rose Benedicta | Faculty and Student Teachers of SCCE | 12 th Dec, 2012 at SCCE |
| ‘First Aid’ – by Mrs. Jasmine, Physical Trainer | Faculty and Student Teachers of SCCE | 13 th Dec, 2012 at SCCE |
| ‘Eye Donation Awareness’ – by Dr. Ganesh, Lions Club, Sivakasi | Faculty and Student Teachers of SCCE | 14 th Dec, 2012 at SCCE |
| ‘Gandhian Thought’ - by Mr. Andiyappan | Faculty and Student Teachers of SCCE | 2 nd Oct, 2013 at SCCE |
| ‘Human Rights’ - by Mr. C J. Rajan | Faculty and Student Teachers of SCCE | 09 th Dec, 2013 at SCCE |
| ‘Consumer Awareness’ - by Mr. Ashok Kannan | Faculty and Student Teachers of SCCE | 10 th Dec, 2013 at SCCE |
| ‘Awareness on Eye Donation’- by Mr. J. Ganesh | Faculty and Student Teachers of SCCE | 11 th Dec, 2013 at SCCE |
| ‘First Aid’ - by Mrs. Jasmine | Faculty and Student Teachers of SCCE | 12 th Dec, 2013 at SCCE |
| ‘Gandhian Thought’- by Mr. Pandian And Mrs..Jansi | Faculty and Student Teachers of SCCE | 22 nd Jan, 2014 at SCCE |
| ‘Sexual Harassment’ - by Mrs. Indira Jeyaseli, Protector of Women’s Prevention Act, SWD. | Faculty and Student Teachers of SCCE | 28 th Aug, 2014 at SCCE |
| ‘Yoga is a must for Holistic Life’ by Ms.Indra Baskaran. | Faculty and Student Teachers of SCCE | 08 th Dec, 2014 at SCCE |
| ‘Healthy Life and Healthy Food’ - by Mr. Natarajan | Faculty and Student Teachers of SCCE | 08 th Dec, 2014 at SCCE |
| ‘Women Empowerment and Sexual Harassment’ - by Rev. Sr. Dr. Amali Anbarasi | Faculty and Student Teachers of SCCE | 09 th Dec, 2014 at SCCE |
| ‘Inter –Religious Harmony’ - by Rev. Fr. Korko Moses S.J. | Faculty and Student Teachers of SCCE | 11 th Dec, 2014 at SCCE |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | |
|--|--------------------------------------|------------------------------------|
| Two day International Seminar on ‘Towards better Learning, Teaching and Evaluation – the ICT way’ | Faculty and Student Teachers of SCCE | 27 th Mar, 2015 at SCCE |
| ‘Current Issues of India’ - by Dr. Revathi Kirubakkarn, Asst. Prof. in Nandhanam Arts College, Chennai. | Faculty and Student Teachers of SCCE | 19 th Aug, 2015 at SCCE |
| ‘Fundamental Sanitation and Environmental issues’ - by Mr. S. V. Pathy, Environmentalist and President for Rotary Club of Madurai. | Faculty and Student Teachers of SCCE | 10 th Oct, 2015 at SCCE |
| ‘First Aid’ – by Mrs. Jasmine, Physical Trainer | Faculty and Student Teachers of SCCE | 14 th Dec, 2015 at SCCE |
| ‘Eye Donation Awareness’ – by Dr. Ganesh, Lions Club, Sivakasi | Faculty and Student Teachers of SCCE | 14 th Dec, 2015 at SCCE |
| ‘Consumer Rights Club’ – by Mr. Ashok Kannan | Faculty and Student Teachers of SCCE | 15 th Dec, 2015 at SCCE |
| ‘Human Rights’ - by Mr. Arul Navarathinam, Librarian, SCCE | Faculty and Student Teachers of SCCE | 15 th Dec, 2015 at SCCE |
| ‘ Climatic Changes’ - by Dr. R. Vijaya, Asst. Prof .Academic Staff College, Madurai Kamaraj University. Madurai. | Faculty and Student Teachers of SCCE | 16 th Dec, 2015 at SCCE |
| ‘Water Resource Management’ - by Er. M. Dhanasekaren, PWD, Madurai. | Faculty and Student Teachers of SCCE | 16 th Dec, 2015 at SCCE |
| ‘Stress And Cardiac Diseases’ - by Dr .P. Shankar ,MD, DM, Interventional Cardiologist, Apollo Specialty Hospital, Madurai. | Faculty and Student Teachers of SCCE | 17 th Dec, 2015 at SCCE |

Conferences organized in the last five years Sponsored and attended by St. Charles College of Education

| Conferences organized | When and where |
|---|-------------------------------------|
| ‘Teacher as a Counselor’ - by Mr. Guru Bharathy, Ms. Chellamuthu Trust. | 05 th Sep, 2014 at SCCE. |
| ‘Ancient Science’ - by Dr .Manickam Mahendaran, Prof. in Physics Dept, Thiagarajar College of Engineering | 06 th Sep, 2014 at SCCE |
| ‘Indian Constitution’ - by Mr. Rajesh Dejango, Legal Officers, Madurai District Court, Madurai | 08 th Dec, 2015 at SCCE |
| ‘Importance of Physio-Therapy for Women.’ - by Dr. Karthick Pandian | 08 th Mar, 2016 at SCCE |
| ‘Teachers and ICT’ - by Dr. Mr. Vijayalakshmi Stephen, Hi-Tech Solution Ltd., Madurai. | 21 st Mar, 2016 at SCCE |

Workshop organized in the last five years

| Workshop organized | Attended by | When and where |
|--|--|------------------------------------|
| SUPW - by Mr. Stalin, St Xavier’s College of Education, Palayamkottai. | Student Teachers and Teacher Educators of SCCE | 13 th Dec, 2014 at SCCE |

| | | | | |
|--|----------------------|--------------------|--------|------------------------------------|
| Spoken English - by Rev. Fr. Y. Raju .S.J, Arul Andhar College, Karumathur. | Student Teacher SCCE | Teachers Educators | and of | 30 th Dec, 2014 at SCCE |
| Documentation - by Mr. B. P. Periera, Speech Point, Madurai. | Student Teacher SCCE | Teachers Educators | and of | 22 nd Dec, 2015 at SCCE |
| International Seminar and Workshop on ‘ICT in Education and Research: Innovations, Trends and Issues.’ | Student Teacher SCCE | Teachers Educators | and of | 11 th Mar, 2016 at SCCE |

3.2. Research and Publication Output

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

The Institution has enhanced the quality of teaching on various ways and has encouraged the teachers in developing instructional and other materials including teaching aids.

| Instructional materials developed | Teaching aids developed | Other materials developed |
|---|---|--|
| Unit-wise Booklets for all the subjects made handy for students’ reference, PLM [programmed learning material] for selected topics for student teachers’ self learning as well as to give samples for PLM. Power point presentations in Compact Discs Sample Software programmes. [in <i>Excel Sheet, Power Point Presentation</i> , document and small HTML programme] Audio cassettes on micro teaching Video clipping on micro teaching Web materials for extra reference Question Banks Improvised articles as teaching aids SLM for all subjects Puppets Education Quote in wall hangs | Types of charts Flash cards Flip charts Flow charts Tree charts Working models and non working models related to High school and Higher Sec. Syllabus. Albums Matching Board scroll cards flannel boards cut outs OHP sheets Slides | Project reports Quiz questions’ collection Skit scripts specimens herbarium sheets balloon advertising envelopes dolls of different materials wire baskets Artificial flowers Samples for binding work Door mats from wasted materials Detergents Glass painting Preparation of various aids using the waste beads and sticks etc. Herbal garden, Terrace Garden Aquarium |

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

Facilities available with the Institution for developing instructional materials are:

- **Computers** : Twenty three systems placed in Language cum Computer Laboratory, Educational Technology Room and Computer Method Laboratory are networked and have broadband internet connection. Our students and teachers utilize them to download study materials and other information which help them to prepare their study materials and have them either as a soft or hard copy.
- **Audio visual room:** Provided with computer, LCD projector, Television and sound system which helps for interactive teaching, training sessions and also for conferences, seminars etc.

- **Work room** has stationery materials, sewing machines and drawing table that facilitate preparation of models, teaching aids and to produce SUPW.
- **Library:** our library has 5239 books under 3471 titles, 10 Magazines, 9 Journals and 472 CDs. Among them there are good many reference books which make it as a rich resource for reference and information.
- The Library is automated by ROVAN LMS package. Two systems with network connection and the three in one Canon photocopier facilitates photocopying printing and reprography. All these help in preparing instructional quality material swiftly
- **Soft library:**
- The Institution has a soft library where various types instructional materials are stored in the form of ebooks, e-zines and interactive audio visuals.
- Students and Teacher prepared prized e-materials are also stacked along with the other e-resource materials.
- Conference Hall: provided with smart board, white board, LCD projector and over head projector is very much used for technologically mentoring and training.
- **Science laboratories:** Science laboratories furnished with the following list of apparatus, specimens, charts, models and other equipments and articles serve as teaching aids for the educators and samples for students to prepare their teaching aids.

Physical science has a Slide projector, OHP projector, Tape recorder, Spectrum Meter, Tangent Galvanometer, Deflection Magnetometer, Principle of Moments, Simple Pendulum, Ohms Law, Venire Caliper, Physical Balance, Sample Software, Science Magazine and Journals

Biological science has a Slide projector, OHP Slide, OHP sheets, Specimens, Herbarium **and** Microscope

Psychology laboratory The psychology laboratory with the following stock of things and apparatus is a good resource for teaching the subject psychology of learning and human development. Developing questionnaire for action research and other researches are learnt through these samples.

| S. No | NAME OF THE TEST | NAME OF THE APPARATUS |
|-------|--|---|
| 1 | Span of attention | Tachistoscope with set of cards |
| 2 | Pavlov classical conditioning test | Winking reflex apparatus with chin rest. |
| 3 | Illusion | Illusion box[hoke lifting type] |
| 4 | Illusion | Progressive at illusion box |
| 5 | Concept formation test | Electrical yerks multiple choice apparatus |
| 6 | Aptitude test | Muscular steadiness test apparatus |
| 7 | Illusion | Horizontal and vertical illusion board with stand |
| 8 | Insight on motor learning with counter | Electrical learning maze [brass screw heads] |
| 9 | Mirror drawing for printed stars | Restriction of movements test apparatus |
| 10 | Attention test | Electrical distraction of attention box |

Photo portraits of psychologists: Francis Galton, Wilhelm Wundt, Ivan P.Pavlov, Edwin R.Guthrie, B. F. Skinner, G. Stanley Hall, Edward. L. Thorndiki, Sigmund Freud, Raymond Bernard Cattell, Alfred Adler, Alfred Binet, Herman Ebbinghaus and Cari Gustav Jung are festooned.

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

Instructional materials developed

- Unit-wise Booklets for all the subjects for students' reference, in a digital format
- PLM [programmed learning material] for selected topics for student teachers' self learning for all the subjects
- Power point presentations in Compact Discs
- Sample Software programmes. [In excel sheet, power point presentation, document and small *html* programme] in computers in Education
- Audio cassettes on micro teaching
- Video clipping on micro teaching
- Soft learning materials for all subjects
- Web materials for extra reference for all the subjects
- Question Banks in digital format for all the subjects

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

- a. Organized by the Institution
- b. Attended by the staff
- c. Training provided to the staff.

Various training programs and/or workshops on material development

a. Organized and participated by the faculty and students

| Training Programme/ Seminar | Resource person / Faculty and Student teachers | Date |
|--|--|-----------------------------------|
| Teachers Parenting the Children with Special Needs. | Sr. Dr. Amali anbarasi | 18 th Feb 2012 at SCCE |
| National Level Seminar on Teachers Parenting the Children with Special Needs. | All Members of our Faculty | 18 th Feb 2012 at SCCE |
| National level Seminar on Performance of Dyslexia and its Characteristics. | Mrs. P. Jeyalakshmi | 18 th Feb 2012 at SCCE |
| International Seminar on Social Media in the 21 st Century Classroom | Ms. Ushadevi | 27 th Mar 2015 at SCCE |
| International Seminar on Effectiveness of ICT based Teaching Approach in Teacher Education | Mrs. G. Selvi Claire Vellut | 27 th Mar 2015 at SCCE |
| International Seminar on Significance of the Role of ICT in an Institution | Mrs. Vijayalakshmi | 27 th Mar 2015 at SCCE |
| International Seminar on Significance of the Role of ICT in Education | Mrs. Ponmayil J. Meenakshi | 27 th Mar 2015 at SCCE |
| International Seminar on ICT- A Teacher Pupil Interaction Booster | Mrs. A. Packiam | 27 th Mar 2015 at SCCE |
| International Seminar on Integration and Impact of ICT in Teaching Learning Process | Sr. Mary Catherine Mrs. Arul Navarathinam | 27 th Mar 2015 at SCCE |
| International Seminar on செய்யுள் கற்பித்தலில் தகவல் தொழில் நுட்பத்தின் பங்கு | Mrs. Amudhavalli | 27 th Mar 2015 at SCCE |

| | | |
|--|-----------------------------|--|
| Cloud Application for Education | Sr. Dr. Amali Anbarasi | 11 th - 12 th Mar 2016 at SCCE |
| Role of Teachers in Implementing ICT in Classrooms | Sr. Mary Catherine | 11 th - 12 th Mar 2016 at SCCE |
| E-Competencies of the Digital Age Teachers with reference to Distance Education | Mr. Tamilenthi | 11 th - 12 th Mar 2016 at SCCE |
| ICT in Informal and Non-formal Education | Mrs. Packiam | 11 th - 12 th Mar 2016 at SCCE |
| Impact of Smart Classrooms in Teaching Mathematics in Upper Primary Classes- An Empirical Analysis | Mrs. G. Selvi Claire Vellut | 11 th - 12 th Mar 2016 at SCCE |
| Barriers in adapting ICT in Teaching and Learning | Mrs. Ponmayil | 11 th - 12 th Mar 2016 at SCCE |
| Use of e-learning in library and Information Science | Mrs. Arul Navarathinam | 11 th - 12 th Mar 2016 at SCCE |
| ICT in Education and Research Innovations Trends and Issues | Mrs. Amuthavalli | 11 th - 12 th Mar 2016 at SCCE |
| Efficacy of ICT in Higher Education - An Analysis | Sr. Jenita | 11 th - 12 th Mar 2016 at SCCE |

b. Attended by the staff

| Work shop | Attended by | When and where |
|--|--|---|
| Psychotherapy and counseling | Mrs. Sajeetha Rachael | 18 th Oct 2012 at Crescent College of Education, Madurai. |
| ICT in Learning and Teaching | Mrs. Meenakshi Ms. Jessy Mr. Pereira | 24 th Jan 2013 at M.S.P. Nadar College of Education, Virudhunagar. |
| Models of Teaching | Sr. Dr. Amali Anbarasi | 19 th and 20 th Dec 2012 at SCCE |
| Models of Teaching | Sr. Dr. Amali Anbarasi | 19 th and 20 th Dec 2012 at SCCE |
| Science Express- Bio diversity special | Sr. Dr. Amali Anbarasi | 9 th Aug 2013 at Vikram Sarabhai Community Science Centre. |
| The Progress in the Research Process in the Present Scenario | Mrs. P Jeyalakshmi | 7 th Feb 2014 Dr. Sivanthi Adithanar College of Education |
| Educational Research- A Practical Approach | Mrs. P. Jeyalakshmi | 19 th and 20 th Mar 2014 Madurai Kamaraj University |
| Syllabus Analysis and Strategy Planning | Ms. Ponmayil Ms. Packiam Ms. Meenakshi | 16and17 th July 2014 at C.S.I. College of Education, Madurai. |
| Utility of SPSS in Educational Research | Mrs. P. Jeyalakshmi | 30 th Aug 2015 at Ignite Minds Academy. |
| Integrated English Language Teaching | Mr. Tamilenthi | 12 th Sep 2015 at St. Xavier College of Education. |
| ICT in Education and Research Innovations Trends and Issues | Sr. Dr. Amali Anbarasi | 11 th and 12 th Mar 2016 at SCCE |

c. Training provided to the staff

| Training provided to the Staff | Date and place | Out come and impact |
|--|--|---|
| Psychotherapy and Counseling | Mrs. Sajeetha Rachael | 18 th Oct 2012 at Crescent College of Education, Madurai. |
| ICT in Learning and Teaching | Mrs. Meenakshi Ms. Jessy Mr. Pereira | 24 th Jan 2013 at M. S. P. Nadar College of Education, Virudhunagar. |
| Models of Teaching | Sr. Dr. Amali Anbarasi | 19 th and 20 th Dec 2012 St. Charles College of Education |
| Science Express- Bio Diversity Special | Sr. Dr. Amali Anbarasi | 9 th Aug 2013 at Vikram Sarabhai Community Science Centre, Madurai. |
| The Progress in the Research Process in the Present Scenario | Mrs. P. Jeyalakshmi | 7 th Feb 2014 at Dr.Sivanthi Adithanar College of Education |
| Educational Research- A practical approach | Mrs. P. Jeyalakshmi | 19 th and 20 th Mar 2014 Madurai Kamaraj University |
| Syllabus Analysis and Strategy Planning | Ms. Ponmayil Ms. Packiam Ms. Meenakshi | 16 th and 17 th July 2014 at C.S.I.College of Education, Mdu. |
| Utility of SPSS in Educational Research | Mrs. P. Jeyalakshmi | 30 th Aug 2015 at Ignite Minds Academy. |
| Integrated English Language Teaching | Mr. Tamilenth | 12 th Sep 2015 at St.Xavier College of Education. |
| ICT in Education and Research Innovations Trends and Issues | Sr. Dr. Amali Anbarasi | 11 th and 12 th Mar 2016 at SCCE |
| Role of teachers in Implementing ICT in classrooms | Sr. Mary Catherine | 11 th and 12 th Mar 2016 at St. Charles College of Education. |
| e-Competencies of the Digital Age Teachers with Reference to Distance Education | Mr. Tamilenth | 11 th and 12 th Mar 2016 at SCCE |
| ICT in Informal and Non-formal Education | Mrs. Packiam | 11 th and 12 th Mar 2016 at SCCE |
| Impact of Smart Classrooms in Teaching Mathematics in Upper Primary Classes- An Empirical Analysis | Mrs. G. Selvi Claire Vellut | 11 th and 12 th Mar 2016 at SCCE |
| Barriers in adapting ICT in Teaching and Learning | Mrs. Ponmayil | 11 th and 12 th Mar 2016 at SCCE |
| Use of e-learning in Library and Information Science | Mrs. Arul Navarathinam | 11 th and 12 th Mar 2016 at SCCE |
| ICT in Education and Research Innovations Trends and Issues | Mrs. Amuthavalli | 11 th and 12 th Mar 2016 at SCCE |
| Efficacy of ICT in Higher Education - An Analysis | Sr .Jenita | 11 th and 12 th Mar 2016 at SCCE |

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

The number of papers published by the faculty in the last five years is commendable.

Published in journals

| Sl. No. | Name of the Faculty | Name of the Articles | Name of the Journal (ISSN) | Year of Publication |
|---------|-----------------------------|--|---|---------------------|
| 1. | Mrs. Jeyalakshmi | A Study on Integrating ICT in Education | New Horizons in Educational Research | 2010-11 |
| 2. | Mrs. Jeyalakshmi | Advanced Technologies to Enhance Teacher Education | Recent Trends in Teacher Education | 2013-2014 |
| 3. | Mrs. Jeyalakshmi | A Study on Teacher Personality and Teacher competency among Higher Secondary Science Teachers. | AKCE QUEST-A Journal on Educational Research | 2015-16 |
| 4. | Dr. Tamilenth | Study Attitude and Perception of Non-Tamil Students on Tamil Language | American Journal of Educational Science | 2015-16 |
| 5. | Dr. Tamilenth | Study Attitude towards the usage of Cyber Resources of B.Ed., Students | Indo-African Journal of Educational Research | 2015-16 |
| 6. | Ms. U. Ponmayil | Multiple Intelligence | International Journal | 2014-15 |
| 7. | Ms. Arul Navarathinam | Use of E-Learning in Library and Information Science | International Journal of Multidisciplinary Researches | 2015-16 |
| 8. | Ms. Ponmayil | Barriers in Adapting ICT in Teaching and Learning | International Journal of Multidisciplinary Researches | 2015-16 |
| 9. | Rev. Sr. Dr. Amali Anbarasi | Cloud Application for Education | International Journal of Multidisciplinary Researches | 2015-16 |
| 10. | Dr. Tamilenth | E-Competencies of The Digital Age Teachers with Reference to Distance Education | International Journal of Multidisciplinary Researches | 2015-16 |
| 11. | Ms. Selvi Clarie Vellut | Impact of Smart Class Rooms in Teaching Mathematics in Upper Primary Classes - An Empirical Analysis | International Journal of Multidisciplinary Researches | 2015-16 |
| 12. | Ms. Packiam | ICT in Information and Non Formal Education | International Journal of Multidisciplinary Researches | 2015-16 |
| 13. | Sr. Mary Catherine | Role of Teachers in Implementing ICT in Classrooms. | International Journal of Multidisciplinary Researches | 2015-16 |
| 14. | Sr. Jenita Mary | Efficacy in ICT In Higher Education - An Analysis | International Journal of Multidisciplinary Researches | 2015-16 |

| | | | | |
|-----|------------------|--|---|---------|
| 15. | Mr. Amuthavalli | கற்பித்தலை மேம்படுத்துவதில் கல்வியின் நுட்பங்கள் | International Journal of Multidisciplinary Researches | 2015-16 |
| 16. | Mrs. Jeyalakshmi | A Study on Teacher Competency and Achievement among Higher Secondary Science Teachers. | Research Domagogue | 2015-16 |

Published Books

| Sl. No. | Name of the Faculty | Name of the Articles | Name of the Journal (ISBN) | Year of Publication |
|---------|--|---|------------------------------------|---------------------|
| 1 | Ms. U. Ponmayil | Role of Teachers in Enhancing the Quality of Education | National Seminar | 2013-14 |
| 2 | Ms. Arul Navarathinam | The Digital Library : A Boon or Bane to the Students – An Overview. | International Seminar | 2014-15 |
| 3 | Ms. Ponmayil | Role of ICT in Education. | International Seminar | 2014-15 |
| 4 | Ms. Usha Devi | Social Media In The 21 st Century Classroom | International Seminar | 2014-15 |
| 5 | Ms. Selvi Clarie Vellut | Effectiveness of ICT based Teaching Approach in Teacher Education. | International Seminar | 2014-15 |
| 6 | Ms. Packiam | ICT A Teacher Pupil Interaction Booster | International Seminar | 2014-15 |
| 7 | Sr. Mary Catherine | Intergration and Impact of ICT in Teaching Learning Process | International Seminar | 2014-15 |
| 8 | Mr. Amuthavalli | செய்யுள் கற்பித்தலில் தகவல் தொழில் நுட்பத்தின் பங்கு | International Seminar | 2014-15 |
| 9 | Mr. Nedumaran. P and Mrs. Tamilenth.S. | Perception of Research Scholars on Communication Technology with reference to Modern Gadgets and Apps | International Seminar | 2014-15 |
| 10 | Ms. Meenakshi | Towards Better Learning ,Teaching and Evaluation -The ICT Way | International Seminar | 2014-15 |
| 11 | Ms. Vijayalakshmi | Significance of The Role of ICT in Institutions. | International Seminar | 2014-15 |
| 12. | Mrs. Jeyalakshmi | Advanced Technologies to Enhance Teacher Education | Recent Trends in Teacher Education | 2013-2014 |

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

| Name of the staff | Designation | Awards and certification received |
|------------------------|-------------|--|
| Dr. Sr. Amali Anbarasi | Principal | ‘Kavi kuyil puvai raja‘ award 2014 given by Tamil elakiya kazhagam |
| Dr. Sr. Amali Anbarasi | Principal | Award by Marti Foundation for Educational service. |
| Dr. Sr. Amali Anbarasi | Principal | ‘NAGAR MURASU’ merits award 2015 - ‘Best Educational Service’. [NAGAR MURASU – Local Daily News Paper] |

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

| Sl. No | Name of the Researcher | Topic of the Research |
|--------|--------------------------|---|
| 1. | Mrs. Selvi Claire Vellut | Awareness on natural food among the adults of age group 20-25 |
| 2. | Mrs. Packiam | Swachh Bharat Awareness among women |
| 3. | Mr. Nedumaran | Awareness of blood donation among the school students |
| 4. | Mrs. Ponmayil | Attitude of the students towards the drunken parents |
| 5. | Mrs. Amuthavalli | Impact of television viewers on student's study. |
| 6. | Student Teachers | Survey Report about Rationshop |

3.3 Consultancy

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

Yes the Institution has provided consultancy services on a non- profitable basis to nearby schools. The consultancy services offered are academic and Educational, guidance and counseling, social, inter Institutional empowerment.

- Consultancy to the Alumane for placement in schools
- Guidance and counseling service to the students of St.Charles Girls Hr.Sec.School and St.Charles Matric Hr.Sec.School.
- The Institution organizes coaching programme for the preparation of competitive exams like TET to Student Teachers with the help of the Educators.
- English grammar and English for communication are taken for St.Charles Girls Hr. Sec. School and St. Charles Matric Hr. Sec. School
- The Principal and the Management of this Institution have offered 7 orientation and training programmes for the teachers in model schools.
- Inter School teachers' gathering sponsored and resourced by SCCE in 2014 and 2015.

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

Yes, the staff members of our College are competent to undertake consultancy. The areas of competency of staff members are:

- Training in Communicative Skills
- Stress Management course for students
- Career guidance
- Guidance and counseling to the student of the model schools.
- Guidance and Counselling to the students of the vocational training School of Pallotti

The Institution encourages the faculty to develop and improve their expertise and to gain more experience in them by accepting the invitations from other institutions. The area of consultancy service rendered is publicized through announcements made during the general body meeting of the alumni, the general body meeting of PTA. Pamphlets are prepared to distribute in the model Schools to publicize the communicative skill programme held during vacations.

Orientation programme given for Inter School teachers is published through news bulletins circulated by the Education Commission of Eastern Province. Our faculty are instructors of the Personal Contact Programme (PCP) classes for B.Ed students of Bharathidasan University. The faculties are the external Examiners for Practical Examination of Distance Education in Bharathidasan University.

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

Revenue generated through consultancy in the last five years is contributed to the Society which is nominal as most of the consultancy is rendered as free service.

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

The revenue generated is added to the charitable fund of the Society as consultants belong to the Society.

3.4 Extension Activities

3.4.1 How has the local community benefited from the Institution? (Contribution of the Institution through various extension activities, outreach programmes, partnering with NGOs and GOs).

❖ **Contribution of the Institution through various extension activities**

| Activity | Dates | Beneficiaries |
|---|---------------------------------|--|
| Visit to the old people and celebration of 'Pongal', | 13 th Jan 2012 | The 40 Old Destitute people at 'Sneha Illam' a Home for the Aged in our campus managed by POWER HEALEE Trust were made happy, by the very presence of our students and faculty who put up Cultural Programmes and cooked the 'Pongal', in the yard of the home and shared with the old people. |
| Visit to the School for Deaf and Dumb | 28 th Jan 2011 | Our Student Teachers and staff visited a special school named Leonard Deaf and Dumb school at Viraganoor, Madurai they acquired the knowledge about Teaching and Learning methods adopted to teach the deaf and dumb students. |
| | 21 st Aug 2013 | Our Student Teachers and staff visited a special school visited a special school named YMCA KAMAK School at Madurai here they acquired the knowledge about Teaching and Learning methods of deaf and dumb students |
| | 29 th Feb 2016 | Our Student Teachers and staff visited a special school visited a special school named YMCA KAMAK School at Madurai here they acquired the knowledge about teaching and learning methods of deaf and dumb students and contributed a small amount to them to enhance their welfare fund. |
| Visit to the School for the Blind: Indian Association School for the Blind. | 18 th Dec 2015 | The students benefited by way of knowing the methods used to teach the blind and spent time with the children there appreciating their performance and boosting their morale. |
| Visit to the Beth Shan special School for the mentally challenged, Koodalnagar- Madurai | 29 th Feb 2016 | The Student Teachers spent the day helping them in their daily chores showing their solidarity with them and contributed a small amount to enhance their welfare fund. |

| | | |
|---|--|---|
| Fancy Fete was organized to raise a fund. | 08 th Feb 2014 | For the aged destitute in ‘Sneha Illam’. |
| Visit to Sneha Illam(Old age Home) | Throu ghout the year | The Senior citizens in the home for the aged- ‘ <i>Sneha Illam</i> ’ in our campus is managed by POWER HEALEE Trust. Our student teachers and faculty visit them and share their sympathy and compassion giving their time and energy. |
| Study and supervision | Thoug h out the year | Study supervision of the student teachers in St. Charles Matric. Hr. Sec. School. Madurai. |
| Kashmir Flood Relief Fund | 28 th Jan, 2015 | Our students contributed Rs. 13,000/- to the people of Kashmir through Indian Express Kashmir Relief Fund. |
| Women Empowerment Programme | 8 th Mar, 2014 7 th Mar, 2015 | We celebrated the international womens day, Ms. Uma Maheswari was the chief guest who works with the HIV infected person along with Mrs. Chllammal who serves the children with disabilities.A Programme was organised for Self Help group women and were taught to prepare Ink, phenyl, Detergent powder and Rose Water. Various competitions were conducted. Miss Carolina was crowned. International womens day is being celebrated at our college as Carolina day. Rev. Sr. Dr. Amali Anbarasi was the chief guest and delivered notes on empowerment of women. |

Outreach Programmes in Collaboration With NGOs

| Programme | Dates | Name of the NGOs |
|---|--|---|
| “Art gallery on Wetland” | 04 th Feb 2015 | CENS [Centre for Environmental Service] |
| Awareness on Eye Donation | 14 th Dec 2012 11 th Dec 2013 10 th Dec 2014 15 th Dec 2015 | Lion Clubs, Sivakasi |
| Regional Workshop on Fundamental Sanitation and the Environment | 10 th Oct 2015 | Rotary Club, Madurai |

Out reach Programme organized solely by the Institution

- Human Rights Awareness rallies were held on : 09th Dec 2013,
- Consumer Rights Awareness rallies : 10th , 11th Dec 2013,
- Rally against Sexual Harassment : 09th Dec 2014
- Equal Opportunity Awareness rallies : 11th Dec 2014
- Awareness rally on Pollution control and Eye donation : 15th Dec 2015
- Rally on Conservation of Water : 17th Dec 2015
- Blood Donation Camp and Rally were held on : 12th Dec, 2012
- Viral Diseases Awareness Rallies : 11th Dec, 2013
- Blood Donation Camp : 11th Dec, 2014
- Awareness Rally Pollution Control & Eye Donation : 15th Dec, 2015
- Save Water Awareness rallies were held on : 17th Dec, 2015

- Eye Donation Rally and AIDS awareness Rally on : 18th Dec, 2017
- Clean India Awareness rallies were held on : 19th Dec, 2017

3.4.2 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

- Expert teachers from our neighbourhood are invited to give demonstration classes in different subjects.
- People from the locality are invited as resource persons to our Institution on different occasions.

| Name of the invitees | Occasion | Date |
|---|--|--|
| Dr. Denisa H.O.D, M.S University Tirunelveli | Women's Day | 08 th Mar, 2012 |
| Prof. Suka Joshua, Dean Lady Dock College Madurai | Annual day function. | 31 st Mar, 2012 |
| Mrs. Megalai, Br. Manager Indian Bank Madurai | Women's Day | 08 th Mar, 2013 |
| Mrs. Shantha, Mrs. Kala our Women from our neighbourhood | Women's day | 08 th Mar, 2013 |
| Mr. Michal Raj, Senior advisor TATA AIA Life insurance Madurai | Awareness Programme on Insurance | 16 th Apr, 2013 |
| Mrs. Krishnan, Vedagiri Academy, Madurai | Republic day Farewell day | 26 th Jan, 2013 24 th May, 2013 |
| Dr. Rev. Fr. Xavier Vedam S.J, Principal, Arul Anandar College, Madurai and Dr. Vijaylakshmi M.D, Vijayalakshmi Hi-tech Solution, India. | Annual day function. | 27 th Apr, 2013 |
| Mrs. Remy Corera –Associate Prof. in Education. St. Justin's College of Education, Madurai. | Orientation to B.Ed. Course | 03 rd Aug, 2013 |
| Mrs. Uma, Chairman – Marti Foundation | Independence Day | 15 th Aug, 2013 |
| Mr. Andiappan H.O.D of Gandhian Thought, Madurai Kamaraj University Madurai | Gandhi Jayanthi | 02 nd Oct, 2013 |
| Mrs. Jasmine P.E.T St. Charles Girls Hr. Sec. School. | C. T. Camp | 12 th Dec, 2013 |
| Mr. C. Rajendran Rtd. D.E.O Usilampatti, Madurai | P.T.A. Meeting | 10 th May, 2014 |
| Mr. Ponraj, Scientist., Aeronautical Development Agency, Ministry of Defense, Bangalore. Rev. Sr. Josephine, Controller of Examination, Fatima College Madurai. | Annual Day | 10 th May, 2014 |
| Mr. Mohammed Naimur Rahman, Director Dr. M.G.R Educational Research Institute University, Chennai. | Graduation day | 08 th Jun, 2014 |
| Mrs. Rajeswari, H.O.D, Dept. of Commerce, Arul Anandar College Karumathur, Madurai | Alumini Association Meet | 08 th Jun, 2014 |
| Rev. Fr. Ranjith, SAC | Staff orientation programme | 28 th Jun, 2014 |
| Mr. Maran Principal of C.S.R Matric. Hr. Sec. School, Madurai | Installation of the office bearers | 27 th Aug, 2014 |
| Mr. Balan, Advocate, Madurai | Inauguration of Association and Committees | 28 th Aug, 2014 |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

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|---|--|---|
| Dr. Manickam Mahendran, Asst. Prof. of Physics, Thiyagarajar College of Engineering, Madurai | Inauguration of Science Exhibition | 09 th Sep, 2014 |
| Mr. Victor- Team Member, Google Team | Awareness programme on website | 13 th Sep, 2014 |
| Mrs. B. P.Perira- H.R Soft skills and English Trainer. Madurai | Inauguration of the Art and Literary Association | 25 th Sep, 2014 |
| Dr. Andiappan H.O.D of Gandhi Thought in Madurai Kamaraj University, Madurai | Gandhi Jayanthi | 04 th Oct, 2014 |
| Dr. S. Stalin Art and Craft Instructor of St. Xavier College of Education, Palayamkottai | Training on SUPW | 06 th Dec, 2014 |
| Mr. Ravindhiran Rtd, Head Master, C.S.I Hr. Sec. School Madurai | C.T. Camp | 08 th Dec, 2014 |
| Mr. Natarajan, Education Officer, Gandhi Museum, Madurai | C.T.Camp | 08 th Dec, 2014 |
| Mrs. Indira Baskar, Yoga Therapist | C.T.camp | 08 th Dec, 2014 |
| Lion. Dr. J. Ganesh, M.J.F, District Chairman of Eye Donation, Sivakasi. | C.T.Camp | 10 th Dec, 2014 |
| Dr. Jansi Vanithamani and Dr. Pandian, Asst.Prof. College of Gandhian Thought, Gandhi Museum, Madurai | Seminar | 20 th Dec, 2014 |
| Rev. Fr.Y. Raju.S.J of Arul Anandar College, Karumathur, Madurai. | Spoken English Training | 26 th - 30 th Dec, 2014 |
| Mr. S. V.Pathy, Director of CENS | Eco Club | 04 th Feb, 2015 |
| Mrs. Padmavathy, Co-ordinator, Thadagam Counseling Centre, Madurai | P.T.A Meeting | 18 th Mar, 2015 |
| Prof. S. Krishnan, Chairman, Madurai School of Management, Madurai | Annual Day | 18 th Mar, 2015 |
| Dr. S. Natarajan, Vice Chancellor of Gandhigram Rural University, Dindigul | Graduation Day | 23 rd May, 2015 |
| Mrs. M. J. Merila Jayanthi Amudha, P.G.Asst. Govt. Girls. Hr. Sec. School, Thirumangalam, Madurai | Alumni Meet | 23 rd May, 2015 |
| Mrs. Indra Baskar, Yoga Instructor, Madurai | Inauguration Programme | 10 th Aug, 2015 |
| Mr. Madhavan, Director of Madhavan IAS Academy Chennai | Installation of Students Council office bearer | 27 th Aug, 2015 |
| Mr. Natarajan, Education Officer, Gandhi Museum, Madurai | Gandhi jayanthi | 2 nd Oct, 2015 |
| Mr. Purushothaman, Former Governor, Rotary Club | Regional Workshop | 10 th Oct, 2015 |
| Dr. Muthumanickam, Registrar I/C, Madurai Kamaraj University, Madurai | C.T Camp | 14 th Dec, 2015 |
| Mrs. Jasmine Ponselvan, Physical Instructor, St. Charles Girls Hr. Sec. School, Madurai | C.T.Camp | 14 th Dec, 2015 |
| Mr. Ashok Kannan, Co-ordinator, Citizen Consumer Club, Madurai | C.t.Camp | 15 th Dec, 2015 |
| Er. M. Dhanasekarapandian, PWD, Madurai | C.T Camp | 16 th Dec, 2015 |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

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| Dr. P. Sankar, International Cardiologist, Apollo Hospital, Madurai. | C.T. Camp | 17 th Dec, 2015 |
| Mrs. Janani Yogeshwari, Physics Teacher, St. Charles Matric. School, Madurai | Science Association | 11 th Jan, 2016 |
| Dr. Saroja, H.O.D, Department of Tamil, Sri Meenakshi Arts and Science College, Madurai. | Pongal Day | 14 th Jan, 2016 |
| Mr. Gunasekaran, Deputy Thasildhar, Thiruparankundram, Taluk, Madurai | Republic Day | 26 th Jan, 2016 |
| Dr. Karthick, Physician, Physiotherapist and Neurologist. | Carolina Day | 08 th Mar, 2016 |
| Mr. Natarajan, Education Officer, Gandhi Museum, Madurai. | Carolina Day | 08 th Mar, 2016 |
| Dr. Abhay Kumar, Principal, Thiagarajar College of Engineering, Madurai. | Annual Day (Tin Jubilee) | 25 th Apr, 2016 |
| Rev. Amal S.J. Arul Anandar College, Madurai | Annual Day (Tin Jubilee) | 25 th Apr, 2016 |
| Mrs. Remy Corera Associate Professor, St. Justin College of Education, Madurai | Orientation Programme for Staff | 30 th July, 2016 |
| Mr. Praveen Mahimainathan, Head, Tutoring Division, Hi-Commands Tech India Limited, Chennai. | Seminar and Workshop in ICT | 11 th Aug, 2016 & 03 rd Sep 2016 |
| Mrs. Dorothy, Senior teacher of St. Charles School, Madurai | Inauguration of B.Ed I Year | 07 th Sep, 2016 |
| Dr. Ponmudi Raj, Deputy Advisor, NAAC, Bangalore | Installation of the Office Bearers of Student Council. | 19 th Sep, 2016 |
| Mr. Jeyaraj-Trainer –Puppetry. | Puppet Show | 24 th Sep, 2016 |
| Mr. Rajagopal, Mrs. Amudha and Mrs. Dhanalakshmi, Heartfulness Dhyanam. Madurai | Meditation Programme | 26 th - 28 th Sep 2016 |
| Dr. S. Kokila Thangasamy, Vice Chancellor, Tamilnadu Teachers Education University, Chennai | Graduation Day | 22 nd Oct, 2016 |
| Mrs. Geetha Sundarajan,, Counsellor | Inaugural of Cells and Clubs. | 10 th Oct, 2016 |
| Mr. Xavier Preeze White, Psychologist & Counsellor. | Life Skill Pogramme | 11 th Nov, 2016 |
| Rev. Fr. Soosai Manickam, Head Master, St. Claret Hr.Sec.School Karumathur, Madurai | Annual Sport Day | 08 th Dec, 2016 |
| Dr. Devedass & Mr. Jeyaraj Gandhi Museum, Madurai | Seminar | 07 th Jan, 2017 |
| Mrs. Indira Baskar, Yoga Therapist | C.T.camp | 16 th Jan, 2017 |
| Mr. Ashok Kannan, Co-ordinator, Citizen Consumer Club, Madurai | C.TCamp | 16 th Jan, 2017 |
| Mr. Rajesh Kumar Dejango, Advocate, Madurai High Court, Madurai | C.T.Camp | 17 th Jan, 2017 |
| Lion. Dr. J. Ganesh, M.J.F, District Chairman of Eye Donation, Sivakasi. | C.T.Camp | 18 th Jan, 2017 |
| Ms. Rose Benedicta Ayyankalai, Secretary, MASW Madurai | C.T.Camp | 18 th Jan, 2017 |

| | | |
|---|----------|----------------------------|
| Mr. P. R. Viswanath, Pasumai Iyakkam Trust NGO, Madurai | C.T.Camp | 19 th Jan, 2017 |
| Dr. Miriam Benedicta, Rtd. Headmistress, Madurai | C.T.Camp | 19 th Jan, 2017 |

Fancy fete/ Charity Day is organized in collaboration with POWER HEALEE Trust every year which is well supported by the local people whose contribution helps to raise fund in support of home for the aged- ‘Sneha Illam’.

The local community, model School teachers and children are invited to visit the various kinds of exhibitions displayed in the College.

Women’s Day celebration: We appreciate and award women of honour on women’s day in collaboration with various NGOs e.g. MARTI Foundation, Thainadu Rural .Development Society Welfare Trust, Madurai.

Members of the Self Help Groups of POWER HEALEE Trust are invited for workshops in SUPW and seminars on women oriented topics.

Intercollegiate Competitions hosted by SCCE are held at our campus which attracts many participants from various Colleges accompanied by their faculty.

Our alumnae and the teachers from the model Schools are of a great support in organizing the demo classes and the classes for trainees’ observation.

Institution- community networking

- In aiming at building up the leadership qualities and organizing abilities in our Student Teachers several programmes like awareness on eye donation, regional work shop on fundamental sanitation and the environment, were organized with the experts and professionals who were a great support to us.
- Awareness on Eye Donation by the Lion Clubs, Sivakasi on 10th Dec, 2014
- Regional Workshop on Fundamental sanitation and Environment by Rotary Club Madurai- 10th Oct, 2015 With CENS :Waste Management programme
- The faculty members have been encouraged by the ROOTS publication to carry out researches and those carried out are to be published in the Journal with ISSN & ISBN code

Institution- school networking’

- Every year block teaching is carried out with the help and co-operation of the model schools and other schools in the neighborhood
- Student Teachers do their case study, Action Research and psychological experiments in the school with the help of staff and students.
- The Heads and the guide teachers, in the practice teaching schools, give their co-operation to organize the visits of the teacher educators and give the feedback and suggestions to help them assess the student performance in the practice teaching school.
- Senior teachers from the schools are invited to address the Student Teachers and the staff on topics like recent developments in the school subjects and methodologies of teaching.
- Demonstration and model classes are given by the experienced teachers in the model schools.
- Students from the model schools help us to create an actual class room situation during commission.
- The students from the model Schools and the Schools in the surrounding area are invited to visit the exhibitions organized in SCCE at different occasions. Hand work. SUPW articles, Waste Management, AIDS awareness, Working and Dummy models for concept development, Art (Paintings of Mr.Tamilarasan) etc.
- Every year we have common celebrations with all the model schools : Independence Day, Republic Day, Christmas Day, Teacher’s Day, Fancy fete Day.

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

- To produce Vermi compost in collaboration with POWER HEALEE TRUST.
- To provide coaching to Std. X students of Govt. Kallar School in Thanakkankulam Panchayat who are weak in different subjects.
- To begin a regular programme of certificate course in ‘Functional English’ opened to the teachers and students of our model Schools and others.
- To undertake a research study on the impact of the two year B.Ed. course.

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

Yes, the Institution has successfully completed a few projects related to the community development in the last five years.

Name of the projects:

1. Swachh Bharat Awareness Among Women
2. Awareness on Natural Food for the Adults of Age Group 20 to 25.
3. Awareness of Blood Donation among the School Students
4. Attitude of the Children towards the Drunken Parents
5. தொலைகாட்சிப் பார்க்கும் தாய்மார்களால் மாணவர்களுக்கு படிப்பில் ஏற்படும் தாக்கம். (Effects caused on childrens studies by the parents addicted to watching television)

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

Developing social, moral, spiritual and citizenship values is considered as the main objective of the Institution. This is executed through various activities and programmes which are specially organized and inculcation of these values is attempted through every activity of the programme. Below listed are some of the special programmes.

Social values and skills developed

| Values given | Means adopted | Skills developed |
|---|---|---|
| Compassion, Sympathy and Consideration towards the less fortunate and physically challenged people. | Thoughts delivered during daily assemblies by the Principal, staff and student teachers. Extension activities, scripture reading, prayer services, general talks in value Education classes. Fancy Fete, Relief Works, visits to home for the aged, visits to the centres for the disabled etc. | Skill to reach out to the poor and the marginalized promptly and appropriately. Skill of organizing and conducting camps, collecting goods for flood relief. Leadership skill by organizing games and putting up stalls to raise fund for senior destitute citizens.. |
| Awareness on Human Rights | Sessions on Human rights by lawyers and Social activists Eg. Mr. C. J.Rajan State Organizer, <i>Makkal Iyakkam</i> | Develop self esteem and the skill to express one self. |

| | | |
|---|---|---|
| Food Safety that Preserve food. Ways and means of eating Healthy and Hygienic Food | Seminar on 'Food Safety' By Mr. Ashok Kannan Co-ordinator Consumer Rights Club Madurai | Skill to find out food adulteration. |
| Protecting the Earth and conserving Natural the Resources through optimum usage. | Regional Seminar on 'Environmental Protection' by Mr. S. V. Pathy, Director of CENS [Centre for Environmental Services] 'Exhibition on waste management' | Skill of gardening. Skill to control Environmental Pollution. Practice of categorizing the waste |
| Responsible Use of Media | Film appraisal, Debate on use of mobile phones and internet | Skill of communication skill to discern right and wrong |
| Focus on St.Charles policies of Education: Commitment, Sacrifice, honesty, readiness to learn continually, women's education ... | Learning the Educational policies of of St.Charles printed in the College Calendar. Reading the policies placed in the wall hang ups in the halls. | Skill developed to quote St.Charles' policies on Education. |
| Patriotism, Readiness for Service, Valuing Secularism Pluralism and Brotherhood, Spirit of Co-operation, building up Self Confidence, Punctuality, building up an Aesthetic Sense | Guides camp for 6 days. Citizenship Camp for 5 days. Nature Organising and participating in grand celebrations of the national days and festivals of all religions. | Skill for disciplining oneself, skill for management of time, skill to fabricate handicraft works. Team work, Skill of organizing tours. Skill of organizing functions. |

Citizenship values and skills developed

| Values given | Means adopted | Skills developed |
|--|---|--|
| Respect for all religion and nurturing inter faith harmony | Conducting interfaith prayer services frequently. Using scriptures of different religions for daily prayer. | Skill of organizing. Skill of reading and reflecting Skill of working as a team |
| Patriotism, loyalty and readiness to serve the country. | Every Monday and Friday National flag is hoisted by the student teachers. Respectfully securing the flag on the string, unfurling and taking down the flag are learnt by all. Patriotic songs are taught and sung to inculcate their duty towards the Motherland. Daily news is read to keep the students updated with the knowledge of what is happening in the country and the state. Prayers are made for peace and harmony in the country. First Aid | Skill of hoisting the flag. Skill of drawing the flag. Skill to offer first aid and immediate protection to the one in danger of death and to offer other services to the needy. |
| Love for humanity | Themes enacted, brief talks, write ups etc. by the Student Teachers during the daily assemblies to impress in the mind of all, the necessity of being humane. Value Education classes are utilized mostly to orient the student teacher to nurture right and healthy relationships, to be generous in giving oneself for the welfare of the others. | Skill of acting, skill of writing, skill of reading and collecting materials, skill of addressing the gatherings, skill of organizing fruitful service oriented activities |

3.5 Collaborations

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

Our Institution has established linkages with some of the National and International Level Organizations and is benefited by receiving newsletter, journals and invitations related Educational Seminars, Conferences, Orientation Programmes and Workshops from various State and National Level University, Education Departments and Colleges by means of emails and posts. Many of our Staffs actively participate and present their papers in many Seminars, Conferences and Workshops at State, National and International Level.

NCERT: The institution regularly downloads journals from NCERT website. NCERT publishes journals on school science, Education Abstract, Journal of education review, journal of Indian Education and Primary Teacher.

PRB: Postal Recruitment Board – The Institution hosts as an Examination Centre for Indian Postman and Mail guard Examinations. Mode of organising examinations for a pluralistic group in a meticulous and highly disciplined way and a sum of money collected as remuneration by our Asst Professors who were the invigilators and as rent by the institution are some of the benefits obtained.

CCMHEI The institution is a member of Consortium of Christian Minority Higher Educational Institutions (CCMHEI) which is a National level organization to uphold the minority rights and to monitor the implementation of the rights in a responsible manner. The Principal is one of its executive members.

CENS (Centre for Environmental Service) The Institution collaborates with NGOs. CENS to conduct outreach programme like, awareness on sanitation, waste management,

YRC The institution collaborates with Youth Red Cross society. Every year YRC send flag the disturbed flag collected the money from students. The money is sent to Youth Red cross

NAAC: The Institution is guided to know its strengths, weaknesses, and opportunities through an informed review process. Identify the areas for qualitative growth in different aspects of the institution..

The institute supports DYFI (Democratic Youth Federation of India) to organize blood donation camp in our college campus.

ROOTS: The institution with the help of ROOTS (Vergal) has published a Journal and and 2 compendiums of the papers presented by faculty members and student teachers.

AISHE (All India Survey on Higher Education)

The institution every year uploads the institutional data for AISHE portal and is a regular recipient of remuneration.

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

Monetary Benefits received from International Organisations:

- The congregation of Sisters of St. Charles Borromeo is an International Organization. This is an informal link we have with the communities in foreign countries.
- 10 Personal Computers and many books were sponsored by Dr. Alphonse Vanderhyde, President of the ‘Association of the Missions of St. Charles Borromeo’, Lille, France by a well wisher and benefactor of our Institution.

Academic Benefits received from International Organisations:

Papers published in the book ‘ICT in Education and Research Innovations, Trends and Issues.’

- On 27th March, 2015, Dr. Gregor Wolbring Asst.Prof, University of Calgary, Canada, Ms. Kayo Uejima, from Japan and Dr. Darryl R.J Macer, UNESCO, Bangkok participated in an Interactive Session (Video Conferencing) and presented a paper each titled:
- ‘ICT through an ability expectation and ableism Studies (Short Ability Studies) LENS, ‘Bioethics Education and Identity in the Era of ICT’ and ‘the need of ICT Education for the Economic and Political Freedom of Indian Women under Human Development’ respectively.
- On 11th and 12th March, 2016, Mr. Brian Horvath, an Educationist from USA through video conferencing participated in the Interactive Session and presented a paper on Basic Technologies Promoting Student Learning Worldwide : A Personal Observation.’

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

i) Curricular Development

The linkage helped us to take on the pressing global agenda, competition from all sphere and an awareness of the increasing interconnectedness between the local and the international communities suggest that the teaching, research and service missions need to incorporate more international and comparative content and experience to gain curricular development. It also showed us the clear line that separates purely domestic matters from those that are international in nature that is increasingly blurred, and the world’s economies and societies are now connected as never before ensuring that students acquired the global competencies that are critical to our economic competitiveness, national security, and capacity to work with other countries. This helped our graduates to be global citizens and prepared to work on solving challenges that transcend borders, and they are able to work well with people from diverse backgrounds, whether it is an individual living in the community, or a colleague located halfway around the world.”

ii) Teaching and Training

Interacting and with international participants enlightened us to enhance the curriculum which has provided new opportunities for students and faculty to study and teach at new unison; expanding international research networks and linkages; incorporating international lecturers helped us to adhere to the overall educational mission of the institution; and securing adequate resources to support all these endeavors.

iii) Practice Teaching

Expanding our attention to international programmes guided our students to learn the excellence and the variety in that which we already practice. Many see opportunities to do much more and spoke of the significant value in doing so, ICT has been an area that has been fully developed as

we focused upon reaching eminence through engaged excellence. It further helped our way of teaching move from regionally best to nationally esteemed with fully developing and reaping the benefits of vibrant programmes with careful, thoughtful, strategic, collaborative thinking. Also helped our students experimentally do that what others have not thought to do. The thought shared on ableism by Dr. Gregor Woolbring who himself a differently abled inspired our students to make the attitude of inclusion a reality in the classroom while on teaching practice.

iv) Research

Our campus faculty and students have been striving to create a vision and a programme that might successfully embrace the demonstrable interest and enthusiasm that exists on campus for study and research within the global community thus began our effort to “internationalize the campus”. It proved to be quite effective in stimulating faculty teaching and research on concerns across a wide number of topics and disciplines such as ‘the need of ICT education for the economic and political freedom of Indian women under human development’, discussed by a foreigner. The goal behind this effort was to provide additional campus exposure to the languages, cultures and ideas of the peoples who live on the other side of the border.

v) Consultancy

We believe that additional collaboration and information sharing between the various resource person of different part of the world help us get involved in the effort. In particular, our college now plays a greater role in facilitating consultation and collaboration in different aspects of the programme such as pedagogy, methodology, content and practice by tapping new ideas and reflections from the outcome international research works.

vi) Extension

The international linkages has greatly envisioned both the students and the faculty, the main focus of our extension services programme has uplifted our self – reliance, has increased awareness, positive involvement, and commitment to the campus activities such as care for the invalid, destitute, the poor and the oppressed. Extension of monetary fund by ‘Mission de St. Charles – Lille, France’ has strengthened our technological infrastructure.

vii) Publication International collaboration has become integral part and perhaps nowhere is this more apparent than in the recent publication of two seminar compendiums and an international journal with experts and practitioners from a wide range of higher education institutions and organizations publishing their papers in them.

viii) Student Placement

Our students placed abroad in educational institutions through their linkage reinforce the programme and the various activities it encloses currently in our institution. They also provide authentic guidance to the institution to improve the features of the programme to make it internationally standard one.

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

The linkages of the Institution with the school sector favours:

- Conducting Psychological experiments, Guidance and counseling services to the school students, Action research and case study render close association of the Student Teachers with the students in the teaching practice and the model schools.
- It opens a venue to gather knowledge about the problems existing in the classroom, school and family. It enables the management of the schools to take necessary actions to bring about development in the school and family level.

- The visits to the special schools are providing multiple advantages: exposure to new methodologies, empathy for teachers in special Schools, experience enhanced to encourage inclusion in Schools etc.
- Visit to the blind school, deaf and dumb and schools for mentally retarded have endowed our Student Teachers with an attitude of immeasurable compassion. They have induced them to extend services in compassion. They generously and willingly contribute their mite for the financial welfare of these Institutions.
- These are also the occasions for them to gain knowledge about the curriculum and methodologies used in these schools to suit these differently abled children's learning.
- **Students' placement:** the exposure of the Student Teachers at the teaching practice schools is one of the means to enhance placement after the completion of the course. There are Student Teachers who are employed in the schools where they had had their teaching practice.
- **Extension services:** the association with the model schools reveals the needs of the students and the locality. The kind of extension activities that could be implemented in the school and in the locality are decided on this basis.
- Our Student Teachers have conducted awareness programme on Human Rights, Consumer Rights, Sexual Harassment, Women's Rights, Saving Water, Pollution control and eye donation in Thanakkankulam village and the surrounding hamlets.
- **Evaluation and consultation for quality improvement:** The model school teachers and the head mistresses play a great role in evaluating the student teachers.
- Their suggestions come a long way in improving the quality of the teaching competency of the student teachers.
- Adopting the new methodologies in line with the recent developments in the curriculum of the schools are given emphasis during the teaching practice.

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

Yes, the members of the faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching.

Design:

- The members of the faculty visit the respective schools to obtain permission from the Heads of the Institutions for block teaching and to know the needs of the school in regard to teachers.
- The members of the faculty accompany the Student Teachers to the schools to meet the guide teachers, collect the syllabus, the time table and to know the rules and regulations of the schools.
- The methodologies followed in respect to the Board that Governs the School and the assessment modes are studied in advance and instructed to the student teachers to align their lesson plans and other plans of action for the teaching practice period in line with the practices in vogue in the respective Schools. These enable a good rapport among the guide teachers, Heads of Schools and our institution.

Evaluation and Delivery of Practice Teaching Process:

- The members of the faculty attach a format to each lesson- plan of the student teacher to make it handy for the guide teacher to evaluate the student's lesson plans and to assess the teaching of the trainee as she is in the process of teaching.
- The faculty in collaboration with the Heads of the practice teaching schools and the guide teachers, organize their periodical observation of the classes of the Student Teachers during their visits to the schools.

- The teacher educators use a different format to assess the Student Teachers at this juncture. The teacher educators collect the assessment and feed back from the guide teachers both orally as well as through the format.
- Feed back from the head of the Institutions is also collected by the teacher educators in a format general about all the student teachers.

**3.5.6 How does the faculty collaborate with school and other College or university faculty?
Our Faculty's collaboration With Schools:**

Organizing the demonstration classes for the Student Teachers to observe.

- Consulting the school heads and the teachers about the new developments in pedagogy and curriculum in the schools to receive their guidance for lesson plans and teaching methods and aids.
- Inviting the school teachers as resource persons to address the students on recent developments in teaching.
- Facilitating the guide teachers with modes for assessing the student teachers.
- Receiving the opinions and suggestions from the guide teachers to orient the students for improvement.
- Time to time communication with the school heads and guide teachers to be informed about changes if any.
- Receiving the school teachers in the Institution to assess the students' performance on different occasions. [Competitions, exhibitions etc.]
- Consulting the teachers for researches and projects related to teaching and learning in the schools, action research, case study, and researches for M.Phil, Ph.D.etc.
- Rendering extension services to Schools in the vicinity.
- Organising orientation programmes for the teachers of the model Schools and the Schools governed by the Society resourced and sponsored by our College.
- Organising competitions, participating in the joint celebration of National Days and other festal days. Inviting to visit the exhibitions and input sessions on special occasions are in trend.

Our Faculty's collaboration with other College faculty:

- Evaluating the curriculum of the course as a team
- Organizing intercollegiate competitions, Seminars and Conferences.
- Participating in the discussions in regard to relevance of curriculum, teaching methods, evaluation etc.
- Assessment of student teachers' practical work.
- Participating in the work shop and giving suggestions and opinions for the improvement of the College practices.

Our Faculty's collaboration with university faculty:

- To deliver guest lecturers
- To give orientation programme to the faculty
- To preside over curricular activities and academic celebrations.
- Assisting the university faculty in invigilation and evaluation.
- Serve as examiners in various Examinations and Personal Contact Programme (PCP) classes for Distance Education of Bharadhidasan University, Tiruchhirappalli.
- Serving as Key Note Speakers and Guest Lecturers for club activities and C.T. camp activities of various Colleges.

- Our faculty members are also invited as panel members for University Practical Examination and evaluation of theory examination papers every year by the Tamilnadu Teachers Education University for the B.Ed Programme.
- Our faculty members also participate in conducting Personal Contact Programme (PCP) classes to Bharathidasan University. The faculty also serves as external examiners for Practical Examination of Distance Education in Bharathidasan University, Tiruchhirappalli.

3.6 Best Practices in Research, Consultancy and Extension

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

Quality Research

- Free and unlimited Internet facility with Wi-Fi is available to all the Student Teachers and faculty.
- Assistance for progress of research activities is provided especially by giving advice and help in research activities by the Head of the institution, providing books on research methodology and statistical techniques to be used.
- The Library is updated with recent publications and national and international journals and is equipped with computers with wifi internet.
- The Student Teachers are expected to undertake action research and case study in schools during their internship practice.
- Our institution on 18th Feb, 2012 organized one day National Level seminar on Teachers Parenting the Children with Special Needs.
- Our institution on 26th Apr, 2014 organized one day National Level Seminar on Role of Governance for Enhancing Qualitative Progress in Higher Education.
- On 27th Mar, 2015 an international Seminar on “Towards Better Learning, Teaching and Evaluation – The ICT Way was organized. 71 papers were presented by Eminent Professors, Teacher Educators, Research Scholars and Student teachers. As a Post International Seminar event, a research monograph compiling the entire research article contributed by delegates was published with ISBN number: 978-93-85109-13-3 and copies of the same have been received by all the participants from the Institution.
- Our Institution on 11th and 12th Mar, 2016 organized an International Seminar and Workshop on ICT Education and Research Innovation Trends and Issues and published an international journal and a compendium of the papers with ISSN 2349-8684 and ISBN 938510938-3 respectively.
- The institution has guided the faculty and students to undertake research in social projects of current issues like.
 - Swachh Bharat Awareness Among Women
 - Awareness on Natural Food for the Adults of Age Group 20 to 25.
 - Awareness of Blood Donation among the School Students
 - Attitude of the Children towards the Drunken Parents
 - **தொலைகாட்சிப் பார்க்கும் தாய்மார்களால் மாணவர்களுக்கு படிப்பில் ஏற்படும் தாக்கம்**
- Our Institution on 12th Mar, 2016 organized a SPSS Training Programme by resource person Dr. Muthupandi, Asst. Professor in Education, DDE, Madurai Kamaraj University, Madurai.

- Teacher educators are encouraged to do their part time research, present papers to the journals and pursue their studies for higher qualification. Incentives and awards are announced to those succeed in their professional development.
- The Institution releases the Annual Magazine where the contributions of the educators are published.
- Conferences, Seminars, orientation programmes and workshops are organized by the Institution. The Institution sponsors faculty's participation in the programmes conducted in other Institutions for teacher development.
- Facilities are made available to staff and student to prepare instructional materials and develop their skills in ICT.

Quality Consultancy

- The Institution provides Consultancy in a non – profitable manner.
- Internal Quality Assurance Cell and the principal are earnest in providing Consultancy services through personal Counseling and Group Counseling to students of our model School teachers, Students and the vocational training School boys.

Quality Extension

Quality extension service of the Institution is maintained and enhanced through the following measures.

- The Institution offers to the local community and local schools by conducting various Awareness Campaign, Rally, Seminars, organizing Cultural Programmes, Educational Services etc.
- Visits to homes of senior citizens and centres of disabled children, fund raising for relief works etc. are in regular practice.
- The Institution supports and promotes extension activities to organize talks, academic and teaching assistance to model school in the campus.

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

- Aiming to enhance the interest and knowledge to enter the field of research the institution has organized a number of enrichment programme for teachers and student teachers.
- To maintain quality research the institution has guided the faculty and students to undertake research in social projects of current issues.
- Faculty members have been encouraged to publish their articles in reputed research journals.
- Seminars and workshop have been organized to ensure that faculty and students gain hands on experience for data collection and analysis.
- Placement cell has been strengthened to organize campus interviews, maintain documents and communications to facilitate placement of our alumni.

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

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

| S. N | Observation / suggestions recommended | Actions Taken |
|------|--|--|
| 1. | Research culture is not visible | <p>1. The seminar and workshops organized by the institution for the past 5 years have inserted the faculty and students in research activities. The topics of the seminars and workshop have also selected to empower and enhance the research attitude and skills.</p> <p>2. Papers have been published by both faculty and students which are published in international journals and books.</p> <p>3. Grants permission for higher studies with paid leave, provides duty leave for attending Seminar / Workshop, provides Registration fee to the faculty for research and participation of research activities.</p> <p>4. Being a wifi enabled campus faculty and students have free access to internet anytime to pursue the research work.</p> |
| 2. | The College is yet to have research committee for its promotion | The Research committee is formed and is functional in promoting research activities. Every year the committee plans and monitors the conduct of state, national and International level Seminar/ workshop. The committee takes charge of encouraging the faculty and students to participate in seminars / workshops and publish research paper in national/international Journals published by other institutions. |
| 3. | Faculty is yet to publish papers | Publishing papers in journals has very much become a practice of faculty who have in the last five years published more than fifty papers. |
| 4. | Faculty is yet to mature to apply for minor and major research projects | Five social projects have successfully been completed by the faculty with the colabration of the students |
| 5. | The faculty is yet to involve itself in research activities | Research Activities are taken up by all the faculty members, one has been awarded Ph.D, two have submitted the thesis and three have registered for Ph.D. |
| 6. | The College is yet to develop expertise to provide consultancy services. | Consultancy is offered on non profit basis by student counselor who offers free counseling to individuals and groups both in the campus and outside. |
| 7. | The College is yet to mature to have significant collaboration at National and International levels. | <p>NAAC sponsored 2 day International level Seminar has been held at the institution in ICT. Interaction with International Educationists: Dr. Darryl Macer, Thailand, Dr. Gregor Wolbring, Canada, Ms. Kayo Ueijima, Japan and Mr. Brian Horvath, USA through video conferencing.</p> <p>The College established linkage/collaboration at national and international level: Personal Contact Programme (PCP) - Bharathidasan University, Tiruchhirappalli</p> <p>The Institution collaborates with international NGOs. like, Lions Club, Rotary Club, CENS and NAAC and conducts outreach programme like, awareness on eye donation, sanitation, waste management, Self Appraisal etc .</p> |

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

- Research Committee has been formed which is active in planning, executing, monitoring, documenting, publishing, evaluating and encouraging to ensure the seminar/ workshop programmes of the institution.
- The staffs get enormous opportunity to enhance their professionalism with added facility of 24x7 wifi connectivity, access to international journals and number of seminars and workshops.
- The faculty is encouraged to undertake minor projects and social projects to ensure knowledge and skill development in carrying out research activities.
- The staff members have presented their papers in conferences and seminars organized at state, national and international levels, have published their research articles in reputed journals and have attended a seminar on SPSS organized by the institution to grow confident in research analysis.
- Our faculty members are invited to be resource person by various colleges.
- A number of extension activities are undertaken to serve the educational and community need as per the plan of the extension service cell.
- Research based publication with ISSN and ISBN have been achieved in the last five years.

Part II - 2.2.4

**Criterion IV : INFRASTRUCTURE
& LEARNING RESOURCES**

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 *Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure.*

Yes, infrastructure is provided as per the NCTE norms. (Plan with dimensions - Annexure IV)

- **The Principal's Office is furnished and** equipped to perform the administrative work at ease.
- Spacious and well ventilated **Classrooms** facilitate teaching learning process.
- **Library** stacked with 5,150 books, Journals and magazines numbering 21 provides means for excessive learning.
- **Staff Room with** nine private cubic chambers and rest room attached augments conducive atmosphere for planning and preparation.
- **Administrative Office** and IQAC Chamber in it are furnished well for stacking the files, processing the data and receive the stake holders.
- **Computer Classroom**
- **Physical Science Laboratory**
- **Biological Science Laboratory**
- **Psychology Laboratory**
- **Educational Technology Laboratory** is equipped with Computer, Television with cable connection, microphones (with stand -1, with stem stand-1, cordless-1, collar mike-1), amplifiers-2, Overhead Projectors-2, Radio, Tape recorders-3, Three in one player (CD, DVD, Cassette) , slide projector, VCD,DVD, LCD, photocopier, stop watches, Educational Compact Disc and Internet. OHP, LCD, White Board and computer are used for various seminars, workshops and orientation programmes organized in the college.
- **Language cum Computer Laboratory**
- **Psychology Laboratory**
- **Method Laboratories of Tamil, English, Mathematics, Physical Science, Biological Science, Computer Science, History and Commerce/ Economics are provided with seating arrangements, Teaching Learning equipments, digital Aids, and other essential tools.**
- **Smart Class Room** Smart Classroom is equipped with the system, interactive panel, large screen and audiovisual equipment. It provides the tools for faculty to incorporate a wide range of media in instruction, save the annotation of the course content presentation, and to enrich student learning experience.
- **Games Room; Store Room ; Placement Office; Toilets For Men and Women; Canteen; Guest Room; Multipurpose Hall; Retiring Room; Extension Service; Play Ground; Indoor Play Area; Volley Ball Court; Throw Ball Court & Shuttle Cock Court**

The infrastructure development has cost nearly Rs.2,50,00,000/ (Rupees two crores and fifty lakhs only)

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

Procedure of financial planning

- The governing body of the society of St. Charles directs the college committee to decide on financial matters of the college before the start of the fiscal year.
- The college committee discusses the needs with IQAC.

- With the help of the Finance committee, the budget with the allocation of funds needed for augmenting the infrastructure in order to keep pace with the academic growth is prepared. It specifies the amount under different heads of the account of receipt and expenditure. This budget is submitted to the Governing Body of the Society for approval.
- The society of St. Charles in turn submits it to the finance commission of the province for approval and returns with directions proposed by the province.
- The finalized budget is handed to the College committee for execution and enhancement of the infrastructure.
- Our society & College is not closing their doors for Donors and Contributories.

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

Infrastructure facilities available for co-curricular activities:

Multipurpose hall, Audio/visual laboratory, Open Stage, Art and drama room, Play ground, Well furnished laboratories, Bulletin board and Conference Hall

Infrastructure facilities available for extracurricular activities

200 meters Track, volley ball court, Throw ball court, Shuttle cock court

Indoor play area for table tennis, gym equipments carom board, chess board etc.

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

We share our infrastructure facility with our parent society [our model schools for the following purposes:

- Audio visual laboratory is shared for educational and documentary film shows.
- Multipurpose Hall and conference room is shared for conducting orientation programmes for teachers of our model schools and members of the society
- Celebrations of the society are held in the common hall
- Play ground is shared by the model schools' students
- Other NGOs use our Audio Visual hall, stage and the ground
- Library is used by the teachers of the model schools.
- Furniture is lent to other institutions of the society
- Portable audio visual equipments are shared by all the institutions of the society of St. Charles.
- We host Bharathidasan University Distance Education students for B.Ed Programme, Counseling classes, workshop and examinations are conducted.
- Our Campus also serves as the examination centre for Indian Postal Department for their recruitment examinations.
- To exhibit paintings of artist from other NGOs on natural themes.

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

The following facilities are available with the institution to ensure the health and hygiene of the staff and students:

- Clean and Tidy Rest room for the faculty
- Wash room for the faculty and the students which are clean and are periodically disinfected.
- Canteen with hygienic eatables.

- St. Charles health Center where doctor is available during the forenoons, and nurses throughout the day, physiotherapist is available on request. Medicine is dispensed.
- Guest room for four people's stay.

4.1.6. 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. There is hostel facility for our students which can accommodate 45 students.

- Two dormitories, one with 23 cots another with 22 cots
- 45 wardrobes
- 7 Bathing rooms and 14 toilets adjacent to the dormitories
- Steam Kitchen attached with Dining hall
- Study hall
- Court yard for recreation
- Chapel for prayer and worship
- Play ground with shuttle court
- Indoor games room provided with carom and chess boards.
- Sick Room
- Television with cable connection for recreation.

4.2 Maintenance of Infrastructure

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

Year 2011-2012

| S. No | Items | Budget | Actual | unspent | Excess spent |
|-------|---|-----------|----------|---------|--------------|
| 1 | Building | | | | |
| 2 | Laboratories | 25,000 | 57,450 | | 32,450 |
| 3 | Furniture | 25,000 | 4,350 | 20,650 | |
| 4 | Equipments [repairs/upkeep/maintenance] | 1,00,000 | 93,475 | 6525 | |
| 5 | Computers | 50,000.00 | 35,395 | 14,605 | |
| 6 | Transport/ Vehicle | 75,000.00 | 1,44,353 | | 69,353 |

There was no allocation for building in the budget. More funds were spent on the transport facility to mark the safety and comfort of the students.

Year 2012-2013

| S. No | Items | Budget | Actual | unspent | Excess spent |
|-------|---|-------------|----------|----------|--------------|
| 1 | Building | | | | |
| 2 | Laboratories | 50,000 | | 25,000 | 32,450 |
| 3 | Furniture | 25,000 | | 25,000 | |
| 4 | Equipments [repairs/upkeep/maintenance] | 5,00,000 | 2,79,206 | 2,20,794 | |
| 5 | Computers | 50,000.00 | 33,827 | 16,173 | |
| 6 | Transport/ Vehicle | 1,50,000.00 | 2,29,522 | | |

There was no allocation for building in the budget. More funds were spent on the transport facility to mark the safety and comfort of the students.

Year 2013-2014

| S. No | Items | Budget | Actual | unspent | Excess spent |
|-------|--|----------|----------|----------|--------------|
| 1 | Building | | | | |
| 2 | Laboratories | 3,00,000 | 75,656 | 2,24,344 | |
| 3 | Furniture | 25,000 | | 25,000 | |
| 4 | Equipments [repairs/upkeep/maintenance] | 5,00,000 | 1,39,581 | 3,60,420 | |
| 5 | Computers | 55,000 | 25,384 | 24,616 | |
| 6 | Transport/ Vehicle | 2,00,000 | 3,19,161 | | 1,19,161 |

There was no allocation for building in the budget. More funds were spent on the transport facility to mark the safety and comfort of the students.

Year 2014-2015

| S. No | Items | Budget | Actual | unspent | Excess spent |
|-------|--|----------|----------|----------|--------------|
| 1 | Building | | | | |
| 2 | Laboratories | 2,00,000 | | 2,00,000 | |
| 3 | Furniture | 25,000 | | 25,000 | |
| 4 | Equipments [repairs/upkeep/maintenance] | 2,00,000 | 59,437 | 1,40,563 | |
| 5 | Computers | 65,000 | 44,638 | 20,362 | |
| 6 | Transport/ Vehicle | 3,50,000 | 3,04,494 | 45,506 | |

There was no allocation for building in the budget.

Year 2015-2016

| S. No | Items | Budget | Actual | unspent | Excess spent |
|-------|--|----------|----------|---------|--------------|
| 1 | Building | | | | |
| 2 | Laboratories | 20,000 | | 20,000 | |
| 3 | Furniture | 20,000 | | 20,000 | |
| 4 | Equipments [repairs/upkeep/maintenance] | 1,50,000 | 2,23,483 | | 73,483 |
| 5 | Computers | 50,000 | 31,568 | 18,432 | |
| 6 | Transport/ Vehicle | 3,00,000 | 2,72,557 | 27,443 | |

There was no allocation for building in the budget. More funds were spent on equipment maintenance.(Annexure VI)

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

Physical Infrastructure Facilities: Well furnished AV hall, Conference Hall and Class rooms are aptly utilized for curricular and extracurricular activities.

Language Lab: Installed with a dedicated standalone Server and 19 computers loaded with numerous audio visual contents for learning the language proficiently.

Computer Lab: Wifi enabled and CAT 6 cabled systems with seamless internet provided with necessary ICT aids

Smart Classrooms are used in regular phase to fine tune student teachers to keep pace with the recent classroom advancements.

Library, Technological Equipments and all the **Laboratories** are given a free access to students when ever in need.

Indoor play Area is equipped with gym, Table Tennis are also utilized regularly.

Canteen Students and Teachers frequent here during their break time.

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

The institution gives much importance to the environmental issues associated with the infrastructure.

- Rain water harvesting: The rain water collected from the terrace is drained into the sump of volume 59.5m³. This is used for drinking purpose after purifying and sterilizing.
- Planting Saplings – ‘Earth Day’, ‘Environmental Protection Day’ etc., are occasions when saplings are planted in the college campus.
- Maintaining garden – every evening a group of students tend the garden in turns.
- The usage of plastics is avoided in the campus.
- Categorizing the wastes is a weekly activity of the students.
- The organic waste is recycled to produce Vermicompost natural manure in turn is an excellent, nutrient-rich organic fertilizer and soil conditioner.
- We have a herbal garden, Herbs easily grow with a little sunshine, here the soil drains well by regular watering, and a little compost that we prepare from the biodegradable substances available around us.
- A roof top vegetable garden is maintained
- Environmental awareness Seminars and workshop are held time to time.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library for material collection and computer services.

The librarian holds M.Li.Sc and M.Phil. She contacts the Book publishers, accesses the Internet and communicates and collects information regarding the latest publications of books, journals, magazines etc.

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

Our Library is fully computerized with Ravon’s Library Software.

| | |
|--|------|
| No. of. Books: | 5250 |
| Titles: | 2621 |
| Journals | 09 |
| Magazines: | 10 |
| International magazine | 2 |
| Audio visual teaching learning resource (CD) | 472 |

Digital Library : Educational Software CDs and DVDs that includes encyclopedia and other interactive study materials and also host a huge collection of e-books and e-zines in the form of CDs and DVDs. Language Lab is air conditioned and equipped with 19 personal computers and individual headphones all networked with a 24 port standalone switch cabled with CAT 6 Coaxial ethernet cables to a dedicated high end Server that caters numerous Digital contents in

form of audio visuals is an encyclopaedia of its kind purely for language proficiency and development.

Broad band with Wi-fi is available in the library to all the students, both teaching and non-teaching staff for 24 hours free of cost including printouts for collecting information from the internet.

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

- Yes. The institution has in place a system to review and make acquisition decisions. This is made possible by the library committee.
- The library committee comprises Chairperson- the Principal, the librarian, two faculties and two students.
- This committee exclusively functions to systematically review the stock to know the various resources and to collect the opinions, suggestion and the needed list of books from students and staff to enhance the library resources and means of access.
- The committee gathers once in four months to discuss the above aspects and specifies the amount to be allocated for library.
- The management provides the resource for enhancement of the library.

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

Yes. Our library is computerized with ROVAN LIS [library information system] software and the library resources are entered and updated with this software.

It has got six modules namely Acquisition, Catalogue, Circulation, Serials, Web OPAC – on line public access catalogue and Administration.

We have another pc installed with a Canon Document Scanner enabled with OCR(Optical Character Recognition) Software which helps to rip datas available in a book form to electronic form within a few minutes time and store them in a pen drive or CD for reference thus eliminating wastage of paper and environment friendly.

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

Yes, the institution library has a 2 computers, a scanner with OCR Software, broadband wifi internet and reprographic facilities

- Every student gets one hour and thirty minutes exclusively for library.
- The library is open from 09.30 am to 05.30pm on all working days.
- The students and staff have access to the internet
- Printer cum Photo copier is also available in the library.
- The staff and students avail the service of the librarian by giving the list of study materials to be down loaded.

4.3.6 Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.
Not available.

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

Library is open 8 hrs a day from 9.30am to 05.30 pm on all working days. The Library is open 245 days.

- Working days of the college 205
- Extra days (June and July) 40

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

- List of new issues and editions are displayed in the college library notice board
- The information about the new arrivals is given to the staff and students during the assembly by the librarian.
- New issues and editions are displayed in the staff room notice board.
- The copies of the new arrivals are displayed on the rack of the library.
- Display bag is newly added in the library to help display new arrival books.

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

Yes. There is a book bank facility. No. of Books available: 150. The poor students benefit by taking the books and utilizing it throughout the academic year. The librarian maintains separate issue register for the book bank. The Book bank has a separate section in the library.

- In 2012-2013, 40 books were issued to 14 students
- In 2013-2014, 18 books were issued to 4 students
- In 2014-2015, 43 books were issued 17 students benefited.
- In 2015-2016, 13 books were issued to 3 students

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

Books are offered to such persons to their classroom by the librarian in person. They are offered extra days for reading the books comparing other students.

4.4 ICT as Learning Resource

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

Our institution is well equipped with High configured computers that are capable to run latest software and compatible to all latest ICT gadgets. We periodically upgrade our computers to keep pace with the technology and our campus is wifi enabled.

Language cum Computer Lab: A High end standalone server loaded with audio visual contents for language development and proficiency is installed and connected via CAT6 ethernet cabled LAN to 17 personal computers terminals with headphones and broadband internet facility.

Digital Library: With 2 computers having access to digital contents like e-books e-zines etc with wifi internet facility. Also have access to photo copier and scanner for reprographic purpose.

Educational Tech Lab: 6 computer terminals are connected directly to broadband internet through CAT6 Ethernet cabled LAN and with a laser printer.

Computer Lab: 1 computer which is wifi enabled and has access to one OHP Projector and a LCD Projector

Education Tech Room: Equipped with 1 pc, OHP Projector, LCD Projector along with a white board. It is also equipped with audio visual equipments like amplifier, surround speakers, microphones both wired and wireless, media players, digital camera and video camera.

College Administration Rooms: 6 computers and a laptop networked with both ethernet cabled LAN and wifi for broadband internet connectivity, Have access to 2 printers, 1 scanner and 1 photocopier.

Classrooms: All classrooms are furnished with wifi enabled computer and sound systems.

Conference Hall: Equipped with a model Smart class room with interactive white board and also wifi enabled.

Software: All are computers are Installed with Windows 7 operating system with necessary office and internet suites like MS office 2007, Adobe acrobat, Photoshop, Chrome Browser. Our Library computer is installed with Rovin Library management software and our Accounts terminal at the Administration room has Tally 9.

The optimum use of the ICT facility is ensured by allotting –

- 20 hours of practicum to the students of computer science education
- All the students avail the facility minimum 1 1/2 hours every week for learning basics of computers and its usages.
- Web evaluation is a part of the curriculum and therefore every student accesses the computer to collect the necessary material.
- Since Power Point Presentation is one of the teaching aids, every student prepares it for her actual teaching.
- Extra grade given to those who access the computers, download materials for Seminars, and other assignments is announced to the students.
- Regular access to Smart class room for teaching and learning interactively is in practice to keep pace with modern teaching practice.
- We have employed a dedicated and experienced full time technical assistant to maintain our computers and other ICT gadgets to work seamlessly.

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

Yes. Providing Computer skills is a part of the syllabus.

- Basic Computer Operating skills are been taught to the students on how to connect various ICT gadgets like printers, scanners, projectors, camera, mobile phones and utilize them.
- Computer softwares like MS Word, Excel and Powerpoint are taught to students.
- Seminars and workshops on ICT are conducted for both students and staff.
- Hands on Operation and uses of World Wide Web are taught to students and they are encouraged to use internet at the campus for collecting necessary information. Students are taught to make use of social networking media like whatapp, facebook, various blogs, forums and email.
- Students are enlightened and their professional capabilities are enhanced by implementing ‘the learning and teaching the ICT way’ and the need to educate through ICT.

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

- Using Internet for extra references, to prepare class notes, to browse journals, to update oneself on recent developments in pedagogy of teaching subjects.
- To watch programmes broadcast through educational channels and to clip them for power point presentations.
- Down loaded materials are circulated
- Preparing and using the power point presentations as teaching aids.
- E -question bank is made available to the students
- Multiplication of study materials by Photo copying for the students' use.
- Overhead transparencies are used as teaching aids.
- Slides are used for teaching using Slide projector
- Separate laboratory with standalone server and head phones is installed for the purpose of developing communication skills where phonetics and other communication skills is in regular practice.
- Students are taught photoshop concepts and designing basics.
- Scanning documents and books using a scanner, printing documents using a printer, usage of computers gadgets and precise way of connecting them to various ports of the pc are taught.
- Installing Software, Installing Scanner and Printer drivers to computers with necessary driver CDs or drivers downloaded for the relevant websites are done by students' hands on.
- Identifying of Computer Ports, its various parts, its uses and their relevance to their study are highlighted while teaching the students.

Students' use of technology/ICT in curriculum transactional processes:

Learning

- The institution ensures that the students present their seminars and model teachings through power point presentation. Motivation is given to use new technologies by awarding more marks for those who utilize them appropriately.
- The students are obliged to download information from the internet for certain topics related to their curriculum such as, Web album and Web evaluation
- The student teachers refer the e-question bank which all of them make use to prepare for their evaluation programme.
- The student teachers collect additional information through various websites.
- Students learn phonetics and develop their communication skill in the language laboratory.

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

The students teachers use/ adopt technology for developing lesson plans for teaching, evaluating and preparing teaching aids.

Developing Lesson plan

- Sample lesson plans are viewed both from college collection as well as from the cyber resource.
- Educators and student teachers refer stored data for clarification and additional information on the topic taught in the class.

Preparation of teaching aids

- Preparation of power point presentation and intergrating various media like data and audio visual wherever needed.(LCD Projector)
- Downloading materials video clipping and datas for reference from various internet sources like forums and blogs.
- Using the Overhead transparencies (OHP)
- Using the Slides (Slide Projector)

Classroom transactions

- to present the power point presentation
- to project the overhead transparencies and slides

Evaluation

- The students prepare the question papers using the computers to conduct tests during the practice teaching.
- They compute the marks using the computers for test analysis.
- Assignments given as projects which involve the usage of technology gadgets

4.5 Other Facilities

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

- The instructional infrastructure is used by the staff for preparing lessons, processing the evaluation and data storage and retrieval.
- The student teachers use the instructional infrastructure facilities for learning and practicing their teaching, preparing teaching aids, developing lesson plans, presenting the reports and records.
- The institution shares its infrastructure such as computers, LCD projector, OHP, slide projector, tape recorder, furniture, play ground etc. with our model schools for their effective teaching learning process.
- The institution collaborates with NGOs, by sharing the infrastructure available for conducting community programmes.
- The school facilities and society facilities are also shared for the benefit of the student teachers.: Harvested Rain water, garden etc.
- Our Campus is chosen by Bharathidasan University Distance Education Department for B.Ed Programme as their study centre where Counseling classes, workshop and examinations are conducted by them.
- Our Campus also serves as the examination centre for Indian Postal Department for their recruitment examinations.

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

The institution has various CDs and DVDs titles: such as softwares, audio video learning contents, encyclopedia, classical movies, Micro teaching video, song compilation, Spoken English etc

The students use all these means:

- to develop their personality,
- to develop their communication skills,

- to develop their teaching skills,
- to prepare their seminars, assignments and teaching aids.
- to increase their general knowledge and life skills.

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

Facilities: Every subject has its Method laboratory. It is equipped with Computer and accessed to Television with cable connection, microphones Overhead Projectors, Radio, Tape recorder, Media player, slide projector, VCD,DVD, LCD, photocopier, Educational CDs and Internet whenever needed. The students are instructed and trained on proper handling of various technological aids. A file on E.T. is submitted by each with a detailed report and samples of hardware and software. Staff make use of various aids for the teaching purpose in the class room like OHP, chart, Globe, White board, flannel board flash cards, Slides, transparencies etc.

The students also use various aids from this laboratory like models, map, chart, OHP, slides for the purpose of lesson plan. A model Microteaching lesson taught by the teacher educators is recorded with movie camera and used to give demonstrative sessions to the student teachers. OHP, LCD, White Board and computer are used for various seminars, workshops and orientation programmes organized in the college. The language laboratory, psychological laboratory Education Technology laboratory and audio visual laboratory are common for all.

Updating:

- The IQAC committee evaluates the quality of facilities available in the institution and gives its opinion and suggestion to the management.
- The various committees of the college gather to evaluate the usage of facility and other equipments in the institution and share in the staff meeting.
- The management provides the needed funds to update the facilities of the institution.

Maintenance:

- Stock registers are maintained to furnish up to date information of the things in stock in different departments and their movements.
- PC Square, Madurai - renders Computer maintenance service
- We have a full time experienced Computer Hardware Technical Assistant for maintaining our Computers, Laptop and other IT equipments.
- Electrical repairs and servicing of electrical goods is attended by the local electrician.

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

Multipurpose Hall: It is equipped with the smart class room and interactive white board, This hall is utilized for practice teaching, yoga, meditation sessions small get together and meetings. Has a seating capacity for 100 persons. Equipped with a Television, Satellite cable connection and a three in one system [Audio cassette, CD and DVD]

Seminar Hall: It is equipped with Over Head Projector and other audio visual equipments where major events like graduation day, annual day, seminars, workshops and conferences are conducted and accommodates 250 pax.

Indoor Play Area: Installed with Table Tennis, Gym equipments and other indoor games.

Transport: 40 seater College bus is utilized for the transport of the day students.

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

Yes. Audio visual laboratory has got computer connected to the LCD projector which helps in presenting the Power point presentation and subject related /subject oriented software.

- Computers in the computer class are used for teaching students use them for practice of their lessons.
- Biological science laboratory is provided with a slide projector to view slides and an overhead projector to present the transparencies.
- Physical science laboratory is provided with overhead projector to present the transparencies.
- Language laboratory provided with headphone, microphones, tape recorder and cassettes pertaining to language teaching.
- Latest Touch enabled white Board for smart classroom is installed for keeping students abreast of the use of modern gadgets so as to facilitate teaching at modern schools.

Our future plans:

- Our future plan is to convert each class room as a smart classroom for their teaching and learning activity.
- Online assessment and display of results.
- To increase the stock of software packages of sample lessons.

4.6 Best Practices in Infrastructure and Learning Resources

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

The educators make frequent references to e-learning programmes and other resource material available in the market to familiarize them with modern technologies.

- The Faculty engage themselves in minor social projects in collaboration with the student teachers.
- Organising the data and analyzing statistically the data and retrieving etc are technologically processed by the faculty.
- Introduction and training in Statistical analysis using software packages SPSS is provided to the teachers and students.
- The faculty avail the latest technology in the curriculum transaction.
- The faculty trains themselves the use of latest technology like interactive board for a competent and efficient use of the technology.
- 24x7 wifi connectivity caters access to internet for web based resources

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

In order to enhance the quality of teaching,

- Latest Touch enabled white Board for smart classroom installed in our Multipurpose Hall is utilized by our faculty.
- The student teachers are also initiated into using technology in teaching learning, preparing lesson plans, preparing teaching aids, preparing and presenting assignments and seminars.
- Technology is used widely for research studies, analysis and reports.
- Faculty and students create and use blogs for teaching- learning purpose.
- Students prepare interactive presentations using power point and video/ audio editors for audio visual presentation.

- Web references are frequented
- Communication skill development is enabled using the language laboratory
- Technological aids are employed for learning process which the student teachers are taught to handle with ease for self learning.

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

- Classrooms are equipped with technological gadgets.
- 24x7 wifi broadband internet is available uninterrupted.
- Library is automated with Rovon Library Management Software. Teachers update their knowledge by referring the books, educational journals and magazines available in the library.
- Communication skill is developed through the Language lab.
- Teachers download information related to their subjects to deepen their knowledge and update themselves with the current findings and for their researches.
- Latest Touch enabled white Board for smart classroom is installed in our Multipurpose Hall for keeping them up to date and to be at par with teachers in Hitech School.

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

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

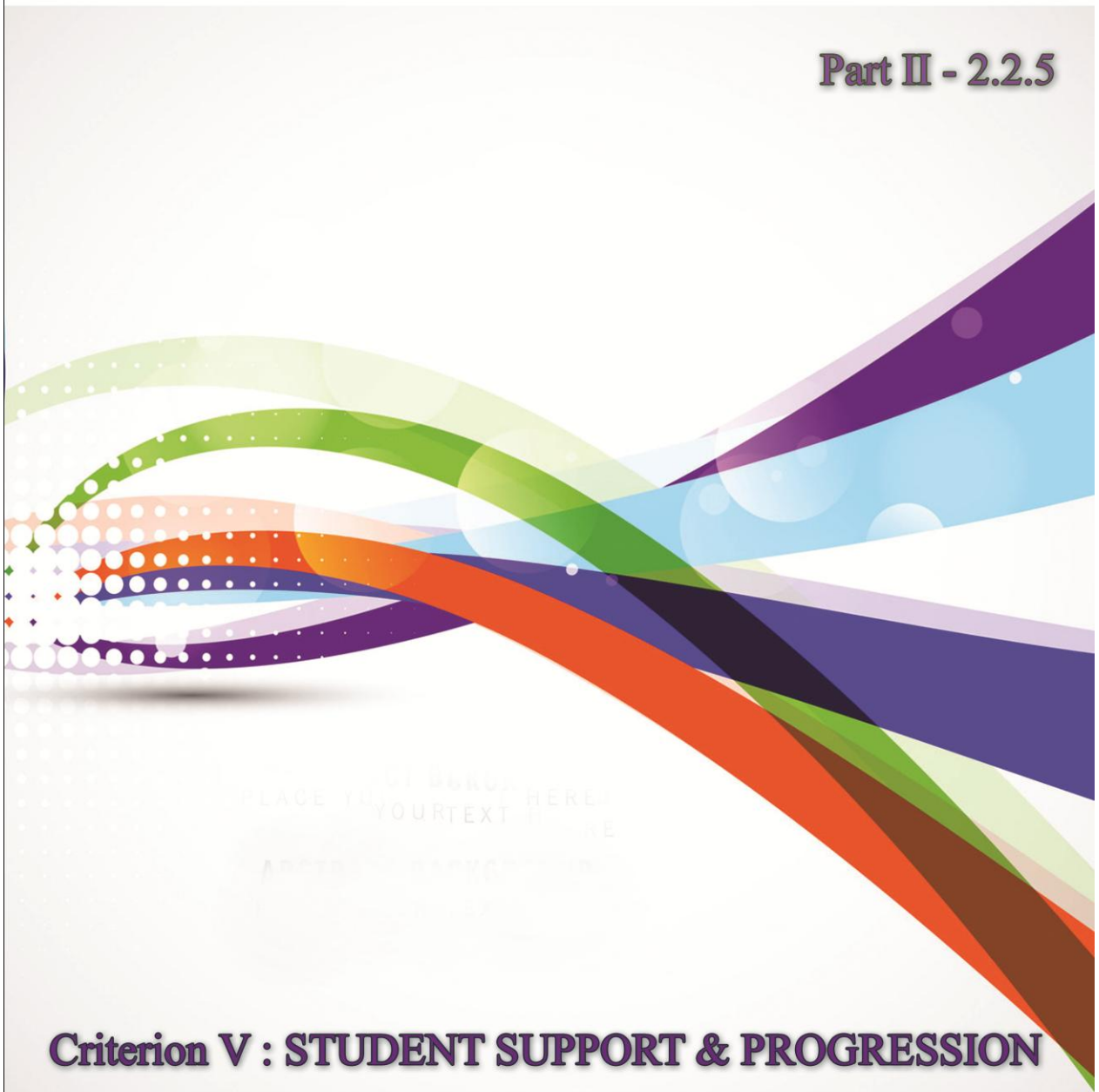
- A ramp has been built close to the staircase/ steps and the entrance of the college building for the easy movement of the differently abled students.
- A compact canteen installed in the college premises which accommodate 12 pax. Hygienic and nutritious refreshments are served during the working hours and mini meals served on orders placed. This is much appreciated by the faculty and students.
- The number of computers have been augmented 19 to 37 at our campus
- Accommodation in language laboratory is increased from 13 to 17 students at a time.
- Budget enhancement has been made for the periodical maintenance of the infrastructure including playgrounds and courts.
- Our library is fully computerized with 2 systems now - Wifi enabled, a photocopier and Rovon Library Management software installed. The number of books have been increased 5250 which was only 3000 five years ago.
- Technological Equipments are installed in the method labs.
- Latest Touch enabled white Board for smart classroom is installed in our Multipurpose Hall.
- Our entire faculty is computer savvy, trained periodically on ICT and are updated with the latest advancements in IT.
- Indoor play area is equipped with table tennis, fitness equipments and other indoor games.
- Private cubicle have been arranged in the staff room for every faculty to ensure privacy.
- Placement cell and extension service committee have each been provided a separate office room.

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?

- Our classrooms are equipped with a pc and other technological gadgets.

- Computers in the language lab have been increased from 13 to 17 to accommodate 25pax at a time.
- We have doubled the stock of books in our library and added related Educational CDs and DVDs.
- Previously we had our systems connected with network cable now we have opted for wireless. We are Wifi enabled campus now, 24x7 wifi connectivity is available in our campus.
- ‘New arrivals’ (books that have arrived lately) are displayed in a pouched wall hanger .
- A scanner with Optical Character Recognition (OCR) facility and a system is added to the reprographic facility in the library.
- Our College website is updated regularly at our laboratory by our technicians.
- A new hostel building with all modern facilities and attached with steam kitchen has provision to accommodate 45 students
- We have round the clock working Health Centre within our campus.
- All our faculty both teaching and non teaching are computer literate and are techno savvy.

Part II - 2.2.5



Criterion V : STUDENT SUPPORT & PROGRESSION

Criterion V: Student Support and Progression

5.1 Student Progression

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

The main intention of Induction Programme at the beginning of the academic year is to 'introduce' the institution in its totality to the students and create a mutual understanding involving the students, faculty and the administrators of the institution.

A two days orientation programme is held to ensure that the students receive an appropriate academic and professional advice at the commencement of the education programme in order to complete it successfully.

- An elaborate explanation is given about the course, the subjects and the options available.
 - The mode of evaluation employed for theory and practical is detailed by the teacher educators.
 - The Vision, Mission, Goal and Objectives of the Institution are made clear to them and the expectations of the staff are conveyed at this juncture.
 - Various components of the programme and their duration are clearly explained
- The institution assesses the students' preparedness for the academic program in the following ways:

A written test is conducted to know the

- Aptitude
- Attitude
- Subject Orientation
- Fluency of Language and
- Computing Skill

Bridge course is conducted to have a smooth link to the B.Ed. programme. Students are divided into groups and provided relevant inputs.

The programme assists student trainees to understand the tradition and distinction achieved by the institution, enables the students to know the facilities and resources available in the institution, and helps the students to become familiar with the various activities, both Curricular and Co-curricular, more over helps the students to understand the administrative setup and rules and regulations of the institution (attendance, requirements, and scholarships and guidance services, disciplinary measures, uniform, etc.)

- The entire above are printed in the calendar which is handed to every individual for reference.
- The candidates are guided to make the right choice of the optional subjects, electives and medium of language by a team of staff members who evaluate their performance in the written tests and the oral interview.

IQAC of our college collects the student's profiles along with their areas of interest to understand them better during the commencement of the new academic year.

To gear up the student teachers for the teaching practice, microteaching sessions are conducted and they are video-graphed. The concerned subject teachers provide valuable suggestions and feedback to them.

Teacher educators and experienced teachers from reputed schools demonstrate model classes for the teacher trainees.

To gain firsthand experience about teaching methodology, student teachers visit their practice teaching schools and observe techniques of their mentor teachers in handling the classes.

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

The location of the college with the background of greenery and quietude provides conducive atmosphere for the students.

- The Vision, Mission statement placed on the bulletin board provokes the right motivation in students.
- The aim of the college is displayed in various places of the college building is a source of inspiration to the students.
- The flex with St. Charles Policies of Education and the thoughts by the former President of India, Dr. APJ Abdul Kalam are hung in the common hall to inspire and motivate the students.
- The institution has a very good infrastructure, having separate classrooms for various major students. Practical activities in subject laboratories, such as Computer Laboratory/ Psychology Laboratory/ Language Laboratory/ Library and good play ground.
- Leaders / Educationist photos are displayed in each major class rooms.
- The students are highly motivated through value education to achieve their goal of successful and excellent performance in the programme.
- It has well qualified teaching faculties.
- Best training and coaching is given
- Continuous evaluation is done
- Remedial teaching for the lower achievers is carried out through home tests, special attention and coaching is given.
- Guidance and counseling is provided
- Comfortable Hostel facility for the needy.
- Calm and serene religious atmosphere in which the college is located.

The model schools within the campus, Health Centre, Canteen etc., provide the needed facilities to motivate, satisfy, develop and bring about an excellent performance in students. Our college organizes the following programmes in order to produce an effective, reflective and committed teacher community:

- ICT embedded congenial learning environment,
- Moral / religious education, organization of seminars /workshops / consortium,
- Guest lectures on various topics
- Educational tour /field visits, 5.Preparation of SUPW materials,
- Subject association meetings,
- Add-on-courses,
- Club activities,
- Community work during the gardening hours and Citizenship Training .Camp to inculcate dignity of labour,
- Remedial teaching,
- Preparation for Teacher Eligibility Test (TET),
- Mentor system,

- Intra and inter-collegiate sports /cultural competitions,
- Functions and celebrations such as independence day, Republic day, teachers day, human rights day, talents day (Carolina day), sports day, college day.etc.
- Campus interviews
- Organisation of Eye Donation Camps / Health Camp /Blood Donation Camp, during the Citizenship Training Camp monitored by respective staff-in-charge, ensuring motivation, satisfaction, development of performance of the of students effectively.
- Roll of honors is fixed on the display boards to appreciate the students who perform well in academics.
- Excellent models prepared by our trainee teachers are displayed in classrooms.
- A 20 KVA Generator is fixed to avoid interruption in power supply, ensuring smooth functioning of class activities.
- Reverse Osmosis (RO) purifier plant is installed to ensure safe drinking water.
- Scholarships are provided to the teacher trainees.
- Programmes on personality development, value orientation, and communication skills are being conducted regularly to motivate the students to improve their performance.
- Guidance and counseling sessions (personal / group) are organized to counsel teacher trainees on personal and academic issues.
- The effective functioning of grievance redressal cell, thereby assuring the safety and security of the students. Address book consisting of the addresses of all the staff and students is supplied to every student, with a view to promote professional contact among all the students.

5.1.3. Give gender wise dropout 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?

| Year | No. of drop outs | % of drop outs | Reasons |
|-----------|------------------|----------------|---------|
| 2010-2011 | Nil | 0% | - |
| 2011-2012 | Nil | 0% | - |
| 2012-2013 | Nil | 0% | - |
| 2013-2014 | Nil | 0% | - |
| 2015-2016 | Nil | 0% | - |

- The insistence on regular attendance is stressed at the time of admission.
- The intention of the students is clarified through oral interview at the time of admission.
- Health care and other facilities are enhanced.
- Mentoring is enhanced in order to strengthen the will and capacity of the weak students to pursue the course with confidence.
- The evaluation mechanism enables the management to know the needs of the students and augment the infrastructure facility so as to control the dropout.
- ‘To know the Subject’ is one of the objectives of the college which encourages the staff to build up personal rapport with every student. This helps to give personal attention and understanding of their difficulties to help them in time of dilemma in regard to the pursuance of the course.
- The management in keeping with the objective ‘empowering the marginalized’ seeks and finds the students’ financial crisis, secures them loan and concession from the Society, thus helping them complete the course.
- Personal care and attention is given to students who fall sick through a team of Doctors and Nurses of St. Charles Health Centre.

- In moments of wavering wills and confusion, ‘guidance and counseling’ is given through the specially appointed ‘Student Counselor’.
- Special attention is given to the student teachers family problems the teacher educators visit the family and try to give the necessary help.

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

Our College offers coaching classes for TET (2012-2014 Teachers Eligibility Test) for employability. Our staff orients the students about the relevant books in the library to enable them to prepare for the examinations.

Hostel students are trained for TET examination. Model TET examinations are conducted and the previous year question papers with answer keys are discussed. To motivate the students, Two students have cleared TET and C.TET examinations organized by Teacher Recruitment Board, Government of Tamil Nadu in the last two years.

Add-on-courses –Personality Development (Mr. Antony Sahayaraj), Abacus, Spoken English, Computing Skill, Gandhian Thought are offered to the teacher trainees, apart from curricular task. Examinations are conducted at the end of the academic year and certificates are distributed to those who get through the examination.

Training programmes on Life Skills for teacher trainees are organized to foster their oral/written communication skills, teaching skills, team work, collaboration, critical thinking, and problem solving ability and to perform effectively in curricular and co curricular activities. These skills also enable the trainees to work effectively with the students, parents, administrators and colleagues during their career.

Campus interviews are organized by the various institutions and the authorities of the respective schools visit the college for recruitment.

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

On-campus recruiting centre of our college takes special efforts to conduct interviews for the student teachers in our premises. After successful completion of the B.Ed. degree, students enter as young budding teachers in schools. The remaining students pursue their higher education.

| Year | Students go for further studies | Students who choose teaching career |
|-----------|---------------------------------|-------------------------------------|
| 2012-2013 | 32% | 49% |
| 2013-2014 | 8% | 33% |
| 2014-2015 | 20% | 75% |

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

- Our institution provides library materials to our alumnae who pursue their higher studies.
- They have access to the internet facility provided in the college

- The institution lends to them the audio, video resources available in the college

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

Placement services provided

- Appointment of placement officer
- Counseling for outgoing students on bio-data, and job application and preparation of job prospects
- Impressing on them the acquisition relevant skills needed for specific job.
- Creating a career corner in the Library with posters for competitive examination, collection of current books for preparation of these examinations etc.
- Display of details on job related to the field of study on the Notice board
- Offering general courses for Communication Skills , Personality Development and Confidence Building exercises
- Taking care of arrangement for Campus interviews
- Securing placement through information and guidance given to the alumni through phone calls, e-mails and messages by the college regarding vacancies in schools including vacancies in government aided Schools advertised in different dailies.
- Promptly communicating the details to the institutions that request information about the availability of teachers.
- The institution recommends placement of the students in the schools run by the same society.
- Following is the list of teachers employed in **St. Charles Schools**.

The number of students placed in St. Charles Schools in the last three years.

| Year | No of students placed in St. Charles Schools. |
|-----------|---|
| 2013-2014 | 6 |
| 2014-2015 | 4 |

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

Placement cell of our institution faced the following practical difficulties:

- A few institutions wanting to organize the interviews in their campus.
- Un-attractive salary packages of the recruiting schools.
- Negligence of the Alumnae in informing the placement office of their change of address.
- Reluctance of the candidates to work in rural areas
- Sudden change of dates of campus interview which becomes hurdle for the College programmes.
- Not being able to fulfill the demand of the Schools for particular grade (PG grade), medium and subject
- Lack of hostel facilities for staff in the School campus.
- The candidates’ lack of promptness in informing the institutions when they find job other than in the Schools that had recruited them
- Not being able to convince the interviewing schools to relax the terms of contracts to which they subject the candidates.

- Not being able to motivate the candidates to get employed in other states like Andhra, Bihar and Mizoram.

Following steps are undertaken by the college to overcome the above mentioned difficulties:

- College organizes course in Communicative English to improve fluency in English Language for effective communication.
- Proper vocational guidance is provided by senior faculty, related to remuneration, etc
 - ❖ The student counselor guides the students in making their choices
 - ❖ The placement cell negotiates with the recruiting schools

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

Yes, the institution has arrangements with practice teaching schools for placement of the student teachers.

During the teaching practice, our faculties contact the heads of the institutions of various schools and enquire about the need for teachers.

Teacher trainees are placed in their respective block teaching schools based on their intellectual commitment; class managerial skills, sociability and spiritual integrity that provides opportunity for some of our students after completing their B.Ed. course to be recruited by their respective practice teaching schools.

Following are some of the practice teaching schools where our students have been absorbed as full-fledged teachers without any formal interview.

- P.K.N. Hr. Sec. School Madurai
- St. Charles Hr. Sec. School Madurai
- St. Charles Matric. Hr. Sec. School Madurai
- St. Francis Hr. Sec. School, Madurai
- C.S.R. Matric. Hr. Sec. School, Thirunagar, Madurai
- St. Mary's Hr. Sec. School, Madurai
- St. Claret Hr. Sec. School, Karumathuar, Madurai
- H D I Matric Hr. Sec. School, Pasumalai, Madurai

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

Our college has a placement cell comprising two staff members. The schools that plan to conduct campus interviews contact these faculties in charge who in turn make arrangement in consultation with the principal and finalize the date and time of campus interview of various schools and inform the schools accordingly.

The information collected from the Heads of Schools during the years 2013-'14 and 2014-'15 to facilitate the campus interview also is taken as the guide to organize the campus interview.

The following are the resources provided by the college to the on-campus recruiting centre / career corner.

- A.V hall and Conference hall for the display of their school history and major activities.
- A conducive room equipped with furniture for conducting interview.
- Display of vacancies for teaching posts in the bulletin boards.
- Assistance by our staff in charge of placement.
- Financial assistance by the management to meet the expenses related to hospitality to the interviewers, secretarial assistance, etc.
- Continuous interaction of Principal with the cell for incorporating new strategies and developments.

5.2 Student Support

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

Planning of Curricular, Co-curricular and Extra-curricular Programmes:

The institution follows the complete curriculum of Teacher Education Programme framed by Tamil Nadu Teachers Education University (TNTEU) based on the curriculum framework of NCTE.

Before the commencement of the academic year the Principal convenes the staff meeting to plan and to identify strategies to implement those plans at the beginning of the academic year. In the meeting the various curricular programmes and teaching-learning strategies are discussed in detail and are designed with great care. Accordingly institution's Academic Calendar is prepared and given to the staff and students.(Annexure II)

Academic committee (Teaching Learning Process): The faculty members are asked to prepare their action plan, unit plan and year plan of the allocated committees, clubs, associations and the subjects respectively and submit the same to the principal who monitors the implementation of them.

The principal convenes staff meeting every month regularly to take stock of the activities of the month and give valuable suggestions. Having made clarifications, the principal finalizes all the activities of the month. Any change in the scheduled monthly programme is notified to the staff and the students during assembly or through the circular.

The examination committee monitors the preparations of the question papers by the faculty and conduct tests and examinations accordingly. Slow learners are identified and are encouraged to study at their own pace and write the home tests, individual attention is given. In order to get the best performance of the student teacher question papers are obtained from outside for model or revision exams.

Co-curricular activity:

Field trips, visit to the special schools and exhibitions are arranged every year in order give our students a firsthand knowledge about their subjects and to learn innovative methods and ideas.

Extra - curricular activity:

All the extra -curricular activities are evaluated through the feedback received from the Staff and the students and other stake holders. Activities are evaluated time and again for better performance and growth.

Our institution carries out curricular & co-curricular activities through 5 committees such as

1. Academic committee:

The academic committee with the guidance of the principal prepares the academic calendar and time table and monitors execution of the action plan of the academic committee.

2. Extra Curricular committee:

Extra Curricular committee plans and supervises activities of four teams like Gold, Diamond, Silver, and Platinum of the students. The students of different team discuss and plan with their staff and prepare for various celebrations and activities.

3. Examination committee:

Teaching learning process is evaluated by this committee through unit tests, terminal examinations and model examinations. Based on the performance of the students, the subject teachers conduct remedial classes for the low achievers. Time to time evaluation is held in innovative ways to check the achievements in a stipulated time and when needed the plan is revised.

4. Magazine Committee:

The committee brings out the talents and the creativity of the student teachers and the teacher educators through their articles, information, drawings and organizes and edits it and prepare annual magazine every year. The reports from various activities and photos are published in the magazine.

5. Sports Committee:

Annual sports are conducted every year by the sports committee it enables the student teachers to know how to conduct sports meet and the value of active participation in the sports. Intramural programmes are conducted. Team wise performance is encouraged and the best team is awarded at the end of the sports day.

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

As our college aims at inclusive education, same curricular planning given by TNTEU is followed for physically challenged students as well. And we provide many support services to help such students to make the learning process easy and joyful.

- The physically challenged candidates are given personal care and when needed financial support is extended so as to enhance inclusive education a success.
- The classrooms (method labs) are in the ground floor to facilitate the physically challenged students for happy learning.
- Ramp facility is provided where the steps lead to the ground floor.
- Challenged students are monitored and guided by the staff and peers during the educational tour and community camps. Special attention is given to them and escorts are provided by the peer group at all times.
- They are encouraged to participate in all the events of the college. They are provided with equal opportunities to develop their talents.
-

Support Service:

1. Allocation of Practice Teaching Schools

Physically challenged hostel students are sent for teaching practice to our model schools situated within our campus and day scholars to the teaching practice schools in the vicinity of their residence.

2. Beyond Assistance:

Physically Challenged students are monitored and guided by the staff and peers. During the educational tour and community camps, special attention is given to them.

Games such as Caroms, Chess etc. are introduced to include the physically challenged as participants in Sports and games for Sports Day event.

Different types of fine arts competitions held in the college are also meant to enhance the involvement and inclusion of the physically challenged.

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

Yes. Mentoring arrangements are very much in function.

Organization of Mentoring System:

- The student teachers are divided into small groups of 10 or 12 each. Each group is entrusted to an Asst. Professor-the mentor who discusses their personal, educational and vocational issues, individually and instructs and guides as per their need.

The mentor plans and implements the mentoring programme as follows:

- Makes every plan to realize the objective of the institution, 'know the subject' by collecting the profile of each student under her care.
- Each Asst. professor maintains a **mentor diary** where she records the points discussed with the mentee for the follow up.
- If she **detects the student facing any problem** during her personal interaction in the **mentoring period which is part of the evening activities once a week**, depending on the nature of the problem, proper guidance / strategies are figured out by the mentor in consultation with the head of the institution.
- In special cases the mentor takes time out to **visit the homes of the mentee/ meet the parents** to gather right knowledge about the mentee to provide the right guidance to solve the problems.
- The mentor enables the students to achieve their goal to the best of their abilities in scholastic areas.
- During the practice teaching programme, students receive guidance and feedback from the guide teachers, head masters and staff members of the college.

The following areas have been assessed and relevant suggestions are made for academic mentoring, apart from classroom work.

- Appropriate use of micro-skills
- Pattern and Quality of lesson plans
- Planning and execution of different stages in the lesson
- Teaching value system
- The mentors present a periodical report to the principal about the progress of the mentees. If any mentee is sailing through with much difficulty, she is given extra care and concern by the staff and she is empowered to bring out her best.

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

Followings are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching:

- A well established library with sufficient texts and reference books. Automation facilitates the easy search for books.
- A number of dailies, journals with current affairs, magazines, CDS and DVDS on education are available for enriching the teaching - learning process.
- A well furnished computer lab with internet facility helps Staff to have access to the internet facility 24x7. Teachers avail the facility of smart board to deliver the content effectively, by incorporating various video clippings, animations, power point presentations, etc.
- Facility for reprography and photo copying are a great help to enhance the effectiveness of the faculty.

- Teaching staff are encouraged by the Principal and the management to participate /present paper in their related field as an ongoing professional development, by paying registration fees.
- Our college has organized a number of seminars and workshops for teacher educators which besides enhancing their knowledge help develop their programme organizing skills, presenting papers, monitoring the discussions etc.
- The institution has encouraged the faculty to publish research articles in the Journals of National and International repute.
- They are sufficiently provided with teaching aids, models, maps, charts, kits, apparatus etc. for effective teaching.
- The staff is given training in Guidance & Counseling Skills to enhance their ability to manage the classroom situations smoothly.
- Well-furnished Computer cum Language Laboratory, Laboratories for Biological Science, Physical Science and Psychology provide easy access to teaching aids.
- Feedback from students about teaching staff and their teaching methodology are collected to evaluate the teaching learning process. The Principal discusses the feedback with the concerned staff and suggests various measures to improve the quality of teaching and mentoring students. Our faculty take these opportunities to self reflect their own strength and weaknesses, as perceived by the students.
- Expert and peer observed classes and reflective discussions using the assessment form has been a great help to our faculties to improve their methodology and enhance their professional competencies.
- Conduct of Staff Meetings: Staff meetings are conducted periodically to promote the quality of teaching in our college. Planning, evaluation and suggestions related to various academic programmes are discussed in order to provide corrective / reformative steps by which the college tries to realise success in academic's achievements of the students through the educators.
- Equal opportunities are given to all the staff to organize programmes.
- The staff is encouraged to complete their doctoral studies.

Mentoring of students

- Periodically educators are sent for Government aided short courses in guidance and counseling.
- Books on counseling and guidance are made available for reference and self learning.
- Conferences and hands on experience are given during the orientation programme by experts on themes related to mentoring students.
- Management creates a cordial atmosphere that enhances the wholeness of Educators to be in their turn instruments for enriching the mental welfare of the students.
- Every teacher is entrusted with a small group of students who are mentored in a systematic way.
- The teachers maintain a diary where the data of every individual student collected during the mentoring hours is registered for follow up. This is a practice the teachers have adopted to achieve the objective, 'To know the subject'.
- The knowledge of their subjects helps the educators to know the individuals' needs to guide and aid them.
- The candidates who need counseling are identified and directed to the student counselor appointed by the Management.
- The students who find it difficult to cope with the course are given attention by the mentor teacher extending suitable help and working extra hours with them.

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

Yes, the institution has its website.

Our URL is: www.stcharlesbedcollege.org

Description of our website www.stcharlesbedcollege.org

Home

- Our homepage has seven menus at the top of the page titled “Home”, “About us”, “Infrastructure”, “Courses”, “Faculty”, “Photo gallery” and “Contact us”. At the click of the each menu button will lead the user to pages pertaining to the title.
- A welcome slide show and our college logo, followed by our vision, mission, objective and aim described in detail.
- At the left pane of the homepage we have the complete contact details of our college and we have a hyperlink titled “New Events” which lists all the events in a chronological order that has been held in our campus and another hyperlink titled “IQAC Newsletter-V” leading to the latest IQAC Newsletter published by us.
- At the bottom of the left pane we have Flash News Stroller, where we update our most recent events and information, followed by a hyperlink titled “Application Form” where interested candidates can download the application form for B.Ed course conducted by us.
- At the bottom of our homepage we have two hyperlinks titled “Mandatory Disclosure” and the “NCTE Order”. The former hyperlink leads to Annexure I, II and V and the latter leads to scanned pages of NCTE Order obtained.

About us

- Here we have a brief description about the history of St. Charles Congregation and its sisters and their mission worldwide
- About the social, medical and the educational service the congregation is doing pan India.
- About St. Charles Society that is functioning in Madurai and its varied service that include Education and Health care.

Infrastructure

- The photos of our college in a pristine environment.
- Our students in their uniform performing various activities.
- Photos displaying our well equipped and spacious computer and science labs.
- Language and psychological laboratories with necessary audio visual aids.
- Outdoor and indoor play area and courts.
- Our state of art Library that holds 5000 plus books of various authors, magazines and newsletter.

Courses

- About the courses our college offers, and the details about its affiliation.
- The subjects that are offered and its eligible criteria.
- The shuttle bus service for the day scholars and the hostel facility that is available within the campus for the boarders who prefer to stay.
- Particulars about students admitted in current.

Faculty

- List of our teaching faculty as per annexure III disclosing their qualification, position, approval and experience.
- List of our supporting and non teaching staff, their position held and their qualification.

Photo gallery

- Display of photos of various sessions, seminars and events held in our college.
- Our Alumni meet and their activities.

- Seminars on various skill sets.
- Our Convocation day, Sports day and Annual day events
- Field trips and visits pertaining to education.

Contact Us

- Displays our complete postal address with pin code
- Our email and telephone number with fill country and local code.
- A form to entertain students query from page itself by the click of the mouse.

Updating is done as often as the events take place and information needs to be communicated. the Photo Gallery is renewed periodically. Additions to ‘about us’ are also revised once a year

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

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

Remedial teaching

The students’ performance in the slip tests, unit tests and term tests are analyzed and efforts are taken to make the performance of the under achievers better through individualized support in the form of remedial programme.

- Every subject teacher acts as the mentor to the low achievers of her major in organizing special classes, supervising their work and revising the lessons through simpler methodologies.
- Supervised study is conducted for low achievers from 04.00 - 04.45 pm. During those hours the teacher educators render personal help to the students of their departments.
- Special study materials are prepared by the teacher educators and handed over to the students of the concerned subjects in which the student is found to be performing poorly. Special training is given to the student to improve their poor handwriting.
- The progress of the students is presented to the parents/ guardians through report sheets to motivate the students to put in hard work and to enable the parents / guardians to render cooperation and support.
- The progress of the students is studied by the principal through the mark sheets submitted by the academic committee and the progress report by the major teachers who meets the low achievers individually and offers helpful tips for effective learning.
- Home test and retest are conducted for low achievers. Short and simple questions are prepared when special tests are conducted for them.
- If any personal problems are identified as reasons that hinder them from doing their best academically, they are analyzed and dealt sympathetically.
- The mentor/teacher/educators visit the families of the academically low achievers to find out the genuine reasons for their poor performance in studies and to do the needful.
- Group study and peer tutoring are organised for the benefit of the low achievers by the concerned staff.
- The students are guided through counseling given by the mentors or the student counselor.

5.2.7 What specific teaching strategies are adopted for teaching? (a) Advanced learners and (b) Slow Learners

The academic committee chalks out specific teaching strategies for both the advanced learners and slow learners. Instructional strategies that are used for enrichment and acceleration of the advanced and low achievers to maximize their learning outcomes are as follows.

a) Advanced Learners:

- Video-Reflective Learning, Technology Blended Individual Learning, Brainstorming Sessions, Think-Pair-Share, Project-Based Learning, Library-Based Learning, and Mind Mapping are some of the techniques employed.
- Enrichment programme: Prescribing enriched / in-depth content and suggesting additional reference books and journals are also undertaken.
- The teacher educators guide them to lead the debate, panel discussion, group discussion, peer practice, cooperative learning and projects
- High achievers are appreciated and encouraged to continue to perform well.
- Extra materials for various topics are made available to them
- Training is given to present their answers in an impressive way through quotations, educational quotes and references made to related topics to make their answers rich in extra and relevant materials.
- Facilities for extra books are provided to them
- They are told about the different websites to collect available material.
- Opportunities to organize the extra- curricular activities and student activities are given to them.

(b) Low Achievers / Slow Learners

Practical oriented assignments, experiential learning through practicals, role play, co-operative learning and field visits / learning on location programme are used. Our faculties help the low achievers in analyzing the causes for learning difficulties and assisting them in resetting goals through mentor services. They also arrange for extra classes and remedial coaching.

- Special attention, intensive practice and coaching are given to the slow learners after the class hours.
- Simple methodologies are employed while repeating the teaching process.
- Short and simple questions are prepared for slow learners.
- The slow learners are coupled with the advanced learners to be helped in their learning process.

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

Group Counseling:

- The student counselor of the College addresses the whole group to introduce the various helps, guidance and counseling services rendered by the College.
- A format is administered to fill in by the individuals with the instruction given in common. This format helps the student counselor identify the individuals in need of guidance and counseling.
- Some problems are addressed in common to instruct the whole group and guide them to face the educational and emotional issues courageously.
- Seminars are conducted in order to equip our teacher educators with skill of counseling.

Personal Guidance and Counseling:

- The student Counselor meets the student teachers identified having problems to give personal guidance and counseling. Besides the format used for identifying the student in need, the departmental heads, peers and in some cases the parents also come in to help the student counselor to locate the student in need of counseling.
- The student teachers, facing problems in various aspects such as educational, emotional, social and personal problems are sought and counseled through ‘Talk Therapy’.

- The counselor or the teacher educators visit the families of the academically low achievers and find out the genuine reasons for the poor performance in studies and apt remedies are applied.

Career Guidance / Counseling:

- Career counseling has been provided in our college by organizing campus interviews through placement cell under the headship of the staff-in-charge.
- Our college Notice Board updates with call letters, pamphlets, posters, etc. from schools, notification regarding Government Examinations (NET / SET / TET/ PG-TRB) and other Competitive Exams. A special lecture on 'Preparation of Curriculum Vitae' was also organized to prepare our students to face interview for their career development.
- Special coaching classes were arranged for two successive years to appear for TET.
- Text materials and books were added to the library stock to facilitate easy access to acquire knowledge.

Anti-ragging committee / Anti-ragging squad and their functioning:

- The College has an Anti-ragging Committee / Anti-Ragging Squad headed by the Principal. At the commencement of every academic year, all students are strictly instructed to follow the norms of the college and not to involve in any ragging practices.
- The first year students are informed to take up the issue seriously and report to the Principal, if encountered with any serious problem of ragging.
- Since strict rules are imposed in the issue, no untoward incident of ragging has been reported so far in our campus.

Health Guidance:

- Awareness on health is also created through medical camp / blood donation camp / eye screening camps and guest lecturers related to health issues by eminent experts from medical field.
- Particular care is given to the physically weak students for maintenance of health providing medical assistance through the health centre in the campus.

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

- The grievance redressal mechanism adopted by the Institution functions systematically with the help of the **Grievance Redressal Cell** comprising of two staff members and the chair person. The cell calls for meeting the office bearers of the students' council periodically to listen to the grievances.
- The institution arranges for an open discussion at times to listen to their concerns and to the real needs of the student-teacher community.
- The major grievances redressed in the last two years:
 - Medium of instruction to be in Tamil for the core subjects to understand better the content.
 - Assembly to be in English only two days instead of three days in a week to present the themes allotted easily.
- Steps were taken to redress the grievances.
- A suggestion box is posted in the college verandah to receive the grievances in writing from the students and other stake holders.
- The Principal holds a staff meeting to make known the grievances expressed by the student-teachers and others to devise appropriate measures to redress the grievances at the earliest.

- PTA meet is another forum when the management listens to the parents' grievances expressed openly when the Principal responds.

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

The progress of the students at different stages is monitored through different techniques suitable for different stages of the Course:

Curricular:

- The progress of the students is monitored at different stages through internal assessment. For internal assessment, every teacher uses various evaluation procedures like questioning technique during teaching, assignment, e-assignment, seminars, group discussion, open book test, take home test, class test, , etc. to evaluate / measure the students' performance. Apart from these, quiz and debate in various topics related to their subjects are conducted by the staff members.
- Terminal tests and examinations are conducted as scheduled in the year plan. The marks are computerized and the rank list is displayed. Progress report is produced to the parents and the Principal.
- The low achievers are identified. They are interviewed to analyze their reasons for their poor performance by the concerned staff. Remedial measures are applied to help the students to overcome their difficulties and problems in the way suitable to each such as group study, peer teaching, supervised evening study, special classes etc.
- Study materials and reference books are given in addition to enable better performance.
- The importance of the training programme inclusive of observation and teaching practice is given through various suggestions:
- The student-teachers are closely observed during the practice sessions of microteaching skills and instant feedback is given to each student-teacher.
- The Principal and staff visit the practice teaching schools during internship to monitor the progress in their teaching competency.
- The respective staff goes through all the records done by the student-teachers carefully and gives the corrections instantly.
- Strict rules are imposed with regard to punctuality. However, late comers / long absentees are counseled by the faculty members of the discipline committee.
- Identification of students with deviant behavior and suggestion for corrective measures are undertaken by Guidance and Counseling cell.

The Co-curricular programs such as Seminars, Quiz, Workshops, Panel Discussion when conducted the Participation of the students is ensured and each individual is entrusted to the charge of different faculty to give instructions and guidance.

Extra-curricular programs like Cultural Competitions, Intra-college Competitions (Miss. Carolina Day), Inter-college Cultural, competitions, Sports & Games Competitions are always supervised and guided by the staff in-charge of the teams.

Students are divided in to four groups. Every student in each group is advised and encouraged to participate in all the activities of the college. The participants' list maintained is checked to advice and encourage in involvement and participation in the activities of the college.

Club activities are awarded for their performance. Therefore through team spirit and motivation, individuals' talents are elicited and developed.

The staffs at the initial stages take special effort to train up the students during the assembly programmes, to go through the magazines, Collect information from various websites etc.

Mentoring System: One-to-one interaction with the staff helps the student-teachers as well as the staff to keep track of individual's progression.

Feedback System: Each student-teacher is periodically given feedback about his/her progress by the staff and the principal and accordingly remedial programme is arranged. Parents are kept abreast of the progress of their wards by the principal.

The attendance of the students is also monitored regularly. The regular and long absentees are informed of their lack of attendance and thus they are advised to be regular to the classes. The parents are also informed of their wards' absence over phone when leave letter is not submitted.

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

To ensure competency in student teachers to take up the teaching practice, the institution systematically follows the Pre-practice preparation and gives the follow up support while they are in practice teaching.

Pre-practice preparation

- **Theoretical knowledge** is given to the student-teachers on Principles of Effective Teaching, Concept of Microteaching, Effective Teaching Methods, and ideas of various psychological theories of teaching and learning, classroom management skills, Importance of Teaching-Learning Materials etc.
- The staffs teach the basic concepts in their respective subjects in order to refresh their subject knowledge.
- Organizing bridge course to improve the communication skills for better interaction and going through the text books of Level I and II completely with the help of the teacher educators in order to be familiar with the contents of the syllabus prescribed by the State government.
- Equipping the student teachers with different teaching skills in micro-teaching sessions.
- Organizing workshops on preparation of teaching aids and its effective utilization.
- Exposing demonstration classes by subject experts and teacher educators integrating various skills and strategies.
- Preparing macro lesson plans in each optional subject, using Herbartian steps, Active Learning method (ALM) and an Audio-Visual lesson, based on Model lesson plans, taught by the teacher educator.
- Visiting the respective teaching practice schools before the commencement of the teaching practice based on the allotment done by the college. Knowing about the tone of the school, infra structural and instructional facilities of the school, nature of students' behavior, etc to be mentally prepared for teaching practice.
- Collecting the class and section to be taken, portion to be taught and time-table to be followed etc. from the School Head/ guide teacher.
- Instructing the trainees to follow the rules and regulations of the schools.
- Some practical sessions are arranged in common by the staff to demonstrate each micro-teaching skill to student-teachers.

- The student-teachers are given hands on experience to prepare micro-teaching lessons and they are given opportunities to demonstrate the various skills of micro-teaching which involve episode writing, practice sessions and feedback sessions.
- The student-teachers are sent to different schools to observe the classes by the guide teachers and to take model practice teaching observed by the guide teacher, by the teacher educators and by the peers.
- Systematic evaluation by peers and mentors on teaching are held to ensure the development of students' competency to begin practice teaching
- The student-teachers prepare a few lesson plans and teaching aids with the help of teacher educators and get feedback before they start their practice teaching.
- The student-teachers' demonstration of microteaching skills are videoed and replayed for improving their performance by self criticism.

Support during Practice Teaching

- The faculty visit the practice teaching schools to provide professional guidance by observing their classes; to check the lesson plans and teaching aids; to monitor their attendance; and finally to appraise their performance to the Principal.
- The student-teachers are advised to come to the college on Saturdays during practice teaching to meet the Staff and get their professional help in preparing the lesson plans as well as teaching aids.
- The institution videos the practice teaching of student-teachers during internship and feedback is provided to them based on video recording.
- The student-teachers complete their records methodically during internship and submit the same for the feedback by the staff and the principal.
- The principal of the college visits all the practice teaching schools during practice teaching and obtain all the relevant information/feedback from the concerned school headmaster/principal.

5.3 Student Activities

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

- List the current office bearers
- Give the year of the last election
- List Alumni Association activities of last two years.
- Give details of the top ten alumni occupying prominent position.
- Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an Alumni Association.

- The current office bearers are:

| Name | Designation | Present status |
|-----------------------------|----------------|---|
| Rev. Sr. Dr. Amali Anbarasi | Chair person | Principal |
| Sr. Jenita Mary | Coordinator | Asst. Prof. Com.Sci. |
| Mrs. Jeeva Malar | President | Asst. H.M, Grace Matric Hr. Sec. School, Madurai |
| Mrs. Deepa | Vice President | Asst. Professor in Tamil, Madura College, Madurai |
| Miss. Anita | Secretary | BT. Asst, St. Charles Martic. HSS., Madurai |
| Miss. Loga Rubini | Vice Secretary | Lecturer in Sourastra Arts and Science College, Madurai |
| Miss. Dhanalakshmi | Treasurer | BT. Asst, St. Charles Martic. HSS., Madurai |

| | | |
|---------------|-------------------|-----------------|
| Miss .Nivetha | Vice Treasurer | M.Phil. Scholar |
|---------------|-------------------|-----------------|

(ii) Year of the last election: 29-04- 2015

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

Activities of 2014-2016

- As a pre-preparative activity for teaching practice Alumni presented
- Micro teaching and Demo classes for the student teachers
- Delivered lecture on Multiple Intelligence with a demo lesson
- Extended support in locating schools for block teaching.
- Rendered assistance in organizing the competitions on ‘**Miss. Carolina day**’.
- Organised fund raising programme to buy a Godrej Cupboard to stock the books donated by the alumni
- Participated in the Tin Jubilee celebration of the College and gifted an instant coffee maker on the occasion.
- Participated in the special input session organized on the Alumni Association Day

(IV) Details of the top ten alumnae occupying prominent positions

- Ms.Shanthi-S Asst. Educational Officer.-Melur Educational Dt. Madurai.
- Ms.Logo Rubini [Commerce education] Asst.prof in Commerce Sourashtra College of Arts And Science
- Ms. Manonmani - Asst. Professor in Computer Education - Vickram College of Education
- Ms. Sophi- Headmistress Malligai Matric Hr Sec School, Thirunagar
- Ms. Dora Scarlin [Phy.Sci.Edn] PG teacher in K.V.Hr. Sec. School – Madurai.
- Ms. Amutha Mary [Tamil] B.T Asst.- Kodaikanal International School and Announcer in Kodai F.M
- Sr. V. Arockia [History] Superior and Correspondent of St. Charles Convent School-Kanapparu
- Sr. Jayaseeli Malar [Biological Science] PG. Asst. in LFG.G.HSS–Ranipet
- Miss. Navina (Bio-Sci) teacher in S.V.N. CBSE. Hr. Sec. School.
- Miss.Vishnupriya [Maths] teacher in K.V. Matriculation School, Madurai.

(V) The contribution of alumni to the growth and development of the institution.

- They are the vital source for infusing the spirit of loyalty to their Alma Mater in juniors.
- The alumnae are invited to be the panel of juries for various competitions held in our college, they participate in the celebrations of the college and on such occasions they enrich the student teachers by sharing their views, values and the rich experiences they have gained.
- They render voluntary service for the successful conduct of the Graduation ceremony by assisting the office staff.
- They help in mobilizing the funds for the extension service.
- They direct the candidates seeking to do B.Ed., to join in SCCE their Alma Mater.

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

Extracurricular activities

Every year the college organizes sports competitions for the student-teachers to exhibit their talents in sports and games.

The sports team participated in the Sports Meet conducted at District and Zonal levels by TNTEU and won individual and overall championship.

Sports and games:

- ‘Games’ is part of the routine activity in the college. Every evening, one of the four teams plays games while the other teams are engaged in Gardening/ ICT/ library.
- Games articles are provided as per their interest(Indoor and Outdoor games)
- The institution always encourages all the students to participate in all extracurricular activities and sports held in the collegiate and inter collegiate level.
- Some of our students participated in the zonal level Sports Meet which was conducted on 17th march 2014 by TNTEU in M.G.R. stadium at Madurai.
- Sports day was conducted on 28th February 2014. Ms. Helen Christine of Meenakshi College for Women and Ms. Rubi (Retd.) Physical Education Directress of O.C.P.M. Hr. Sec. School was our Chief Guest.
- Our student teachers participated in District & Zonal level sports meet conducted by TNTEU on 29th march and on 7th April 2015 respectively in MGR stadium and won the first place in 400 metres in Relay and Long Jump were inducted for State level.
- Students who excel in sports and extracurricular activities are awarded with special prizes (medals, cups and certificates) and appreciated by the institution.

Extracurricular activities

- To develop the innate potentialities of the student teachers the college conducts cultural competitions annually. The winners are awarded during the annual day celebration.
- The student-teachers perform cultural programmes on important occasions like International Women’s Day, College Day, Teachers Day, etc.

List of participants and winners in diff. cultural events (External) during the last three years:

| S. No | Year | Name of Candidate | Event Participated | Organised by | Grade |
|-------|------|--|---|------------------------------------|-------------------------|
| 1 | 2012 | Blessia Evelin | Math-Talentia | Paniel Rural College of Education | I |
| 2 | 2013 | Anthonikavitha. K | Independence Day Competitions (State Level) | Kaviarasar Kalai Tamil Sangam | Consolation Prize |
| 3 | 2013 | Prasanna R. D | Math-Talentia (Win a Word) | Peniel Rural College Of Education | II |
| 4 | 2013 | Prasanna R. D | Math-Talentia (Quiz) | Peniel Rural College of Education | II |
| 5 | 2013 | Prasanna R. D | Math-Talentia | Peniel Rural College of Education | Individual Talent prize |
| 6 | 2013 | Priya .A | Math-Talentia | Peniel Rural College of Education | II |
| 7 | 2013 | RMoogambikai E Premavathi C Nivedha B Saranya | Essay Writing | Tamil Language-Teaching-Conference | Participation |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | | | | |
|-----|------|--|---|--|---------------|
| 8 | 2013 | C.Nivetha A SuganyaChrist S StellaArockiaMar y X Jothi Nisha I Premavathy P Sharmila J S Ahameena M Madhubala S Sophia N DeviNaranu B Priya K AngelinMary | Science Exhibition cum competition on Disaster preparedness | Madurai Corporation | Participation |
| 9 | 2013 | K Sudha G Dhanalakshmi M Neethi Devi | Science Exhibition cum competition on Disaster preparedness | Madurai Corporation | First prize |
| 10 | 2014 | Chithramala. S Sahayaselvi. S | Rangoli | Tamilnadu Art and Literary Association | Participation |
| 11 | 2014 | Arul Santhana Leema'a. Porgia, Disma Leeksy Sahaya Selvi Premavathy Paulin Rosy. J Saranya. S Punitha Sahaya Steffy | Inter Cultural Meet –Group Dance-7 | Tamil Nadu Theological Seminary | III |
| 12 | 2014 | Neelavathi.M Nishanthi.J Reetakani Sudha.T | Group Song | C.S.I College of Education | I |
| 13 | 2014 | Deepika.D Amala Divya.C | College | C.S.I College of Education | participation |
| 14. | 2014 | Madhubala.V Devinararanu Idhaya Ranjini. P.N Gayathri.V Sameena. J.S | Short play | C.S.I College of Education | participation |
| 15. | 2014 | Ajelin Mary. K Sophya. S Punitha. S Elizabeth. V Gangadevi. G Priyadharshini . C | Group Dance | C.S.I College of Education | Participation |
| 16 | 2014 | Sneha.X Jenita. E | Group Song | C.S.I College of Education | Participation |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | | | | |
|----|------|--|--------------------------------------|----------------------------------|---|
| 17 | 2014 | Reetakani | Solo-song | C.S.I College of Education | III |
| 18 | | Premavathy. I Nivetha. C | Art From Waste | C.S.I College of Education | I |
| 19 | 2014 | Nivetha. C Idhaya Ranjini. P | Quiz | C.S.I College of Education | Participation |
| 20 | | Tamilselvi. C Regina Mary. J | Rangoli | C.S.I College of Education | Participation |
| 21 | 2014 | Premavathy. I, Ithaya Ranjani. P Gayathri.V Madhu Bala.V DeviNaranu. N | Shortplay | C.S.I College of Education | Participation |
| 22 | 2014 | Punitha. S, Elizebath, Gangadevi. G | Group Dance | C.S.I College of Education | Participation |
| 23 | 2014 | Tamilselvi. C Rejina Mary. | Rangoli | C.S.I College of Education | Participation |
| 24 | 2014 | A. Borgia M. Malathi | Best Speech | Vision Tamilnadu 2023 | - |
| 25 | 2014 | Sheela, R. Hemalatha | Solo Song | Madurai Kamban Kazhagam | Participation |
| 26 | 2014 | P. Anushia, K. Sathya | Speech | Madurai Kamban Kazhagam | Participation |
| 27 | 2014 | S.Kowsalya, S. Stephy S. Ilavarasi | Poem | Kaviyarasar Kalai Thamizh Sangam | Participation certificate-(state level) |
| 28 | 2014 | I. Jency I. Leezy Bharathi K. Kiruthika X. Stephy K. Bepsi | Drawing | Kaviyarasar Kalai Thamizh Sangam | Participation certificate-(state level) |
| 29 | 2014 | J. Vigneswari S. Kowsalya K. Pushpalatha A. Shanthi S. Sudha | Essay | Kaviyarasar Kalai Thamizh Sangam | Participation certificate-(state level) |
| 30 | 2015 | Savari Josephine Anitha Sheela X Nivedha | Folk Song-G roup | M K U FOLK FEST-2015 | III |
| 31 | | Janani.A, Sudha.S, | Rangoli | M K U FOLK FEST-2015 | II |
| 32 | 2015 | Chithramala. S | Cultural Bonanza | C.S.I College of Education | Connection |
| 33 | 2015 | Chithramala. S | Cultural Bonanza (Fire Less Cooking) | C.S.I College of Education | I |
| 34 | | Chithramala. S | Rangoli | C.S.I College of Education | Participation |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | | | | |
|----|------|--|--------------------------|--|------------------------------|
| 35 | | Disma Leeksy Premavathi Saranya. J, Arul SanthanaLeema k , J. Sahaya Stephy | Group Dance | Tamilnadu Theological Seminary | Participation |
| 36 | 2015 | Ishwarya Devi.R Nivetha.M Ida Christalin .C.John Poornima.B | Brain Based Classroom | C.S.I College of Education (Young Dhronachari Award) | Participation |
| 37 | 2015 | Chitramala. C K. Navina R. Sindu Gowri S. Mahalakshmi R. Ishwarya Devi S.R. Selvi S. Vishnu Priya P Anushia | Dance | Tamilnadu Theological Seminary | II |
| 38 | | S. Kalaiyarasi V.Bala Gowri G.Kavitha M Archana Devi X.Steffi C. Aruna A Arockia Sophia J Jesi K Bepsi | Mime | “ | I |
| 39 | 2015 | T. Subhashree, S. Poovizhi S. Suganya Dharani. R Sneka, S YashiniDevi. P Vinnarasi. A Backiya Arasi. T V. Arathy S. R. Priya Dharshini | Poetry writing | Kaviyarasar Kalai Thamizh Sangam IndependenceDay Competitions | Participation Certificate |
| 40 | 2015 | K. Vennila | Poetry writing | Kaviyarasar Kalai Thamizh Sangam | 5 th Place |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | | | | |
|----|------|--|---------------------------|-------------------------------------|------------------------------|
| 41 | 2015 | S. Pavithra I. Arul Varsha Rani C Sripriya Julia Jeyakumar E Ligia Juarnita J Sharmila S R Priya Dharshini P Vinodhini M Selvaranjani Sr. Lizy E. Kowsalya | Drawing | Kaviyarasar Kalai Thamizh Sangam | Participation Certificate |
| 42 | 2015 | Anitha Kumari. P S. Anitha Rajiba J. Jilly Joeno. S Parimala | Drawing | “ | Participation Certificate |
| 43 | 2015 | E. Kowsalya M Ponmalar M Mahalakshmi M Mahajothilakshmi I Arthy Surya P Sebastiammal J Vidhya R Karuppayee P YashiniDevi. P Subhamani | Literary events (Esay) | Thiruvalluvar Sangam | Participation Certificate |
| 44 | 2015 | T. V. Arthy, I. Arul Varsha Rani S. Vanitha | Hand Writing | “ | “ |
| 45 | 2015 | P Subhamani Julia Jeyakumar | Speech | Madurai Kamban Kazham | Participation Certificate |
| 46 | 2015 | M Selvaranjani | Singing | Madurai Kamban Kazham | Participation Certificate |
| 47 | 2015 | Cindrella V.Bala Gowri S. Kalaiyarasi .S | Mime | M K U FOLK FEST- 2015 | III |
| 48 | 2015 | A Janani S Sudha | Rangoli | M K U FOLK FEST- 2015 | II |
| 49 | 2015 | Nivedha Savari Josephine Anitha Sheela.X | Folk Song- Group | M K U FOLK FEST- 2015 | III |

| | | | | | |
|----|------|---|----------------|--|------------------------------|
| 50 | 2015 | S Kalaiyarasi S Pamila Rani R Sindhu Gowri X Steffi | As You Like It | M K U FOLK FEST- 2015 | II |
| 51 | 2016 | J. Sharmila E Ligia Juarnita J Vidhya M Mahajothilakshmi R Sneka S Pavithra | Mime | St Justin's College of Education (JUSTARTSHIA) | II |
| 52 | 2016 | I Arthy Surya S Anita Rajiba E BackyaArasi S.R Priya Dharshini P.Marvin Jernishia A.Maria Lettesia | Group -Dance | St Justin's College Of Education (JUSTARTSHIA) | Participation Certificate |
| 53 | 2016 | A Josephine Dayana M Selvaranjani S. R. Priya Dharshini Sr.Lazar J Lilly Joena | Group -Song | St Justin's College Of Education (JUSTARTSHIA) | Participation Certificate |
| 54 | 2016 | Gowsalya.I | Solo-Song | St Justin's College Of Education (JUSTARTSHIA) | Participation Certificate |
| 55 | 2016 | K.Vennila | Verse-Writing | St Justin's College Of Education (JUSTARTSHIA) | Participation Certificate |
| 56 | 2016 | M.Ponmalar | Speech | St Justin's College Of Education (JUSTARTSHIA) | Participation Certificate |

- The student-teachers are encouraged to take part in the various competitions like Poetry, Essay, Drawing, Posters, Handwork, and Wealth from Waste, Rangoli etc. on different themes.
- The institution also conducts various competitions like quiz, essay writing, elocution, verse writing, vegetable carving, pot painting, and glass painting, on special celebrations like Gandhi Jayanthi, Women's Day, College Festivals, Teachers Day, and Children's Day and on various religious celebrations. In all these celebrations all the students are encouraged to participate to their best.
- Intra –Murals, Annual Sports Meet, Mass drill and March-Past are also conducted every year.

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

- The institution encourages and motivates the students for creative writing and helps them in producing valid articles for the College magazines. Students' contribution is a must for this annual college magazine released every year on the College annual day.
- Our college runs its own 'Wall Magazines' for the students and by the students. The students express their ideas both in words and pictures which help them a lot to develop their creativity and understanding literature deeply. The institution encourages them to be original.
- The institution makes them exercise their analyzing and discerning ability in the selection of good articles from news papers, magazines, journals and other sources which they display on students' notice board. This also serves as a good source of inspiration and learning.
- The students are given the opportunities to present papers during the National and International level Seminars organised by the college after thorough instruction and preparation to do their best in preparing and presenting the paper. These presentations are compiled in the Seminar Compendiums.
- The student teachers in collaboration with the educators presented the study report of social projects related to contemporary situation and have compiled it into a book.
- The collection of questions for reasoning and puzzles for critical thinking used during the assemblies and specially allotted hours for the above are compiled into a handbook as "Higher Order Questions To Test G.K And Critical Thinking".
- A ready reference for student teachers' use.
- A catalogue of quotes and the charts displayed to reassert the themes of the morning assemblies are compiled.

The table below shows a list of a few chosen articles contributed by student teachers among the many published in the magazine.

2012-2013

| S.No | NAME OF THE STUDENT | ARTICLE |
|------|-----------------------------------|---------------------|
| 1 | Ms. Mabel Selvarani [History Edn] | Tolerance |
| 2 | Ms. Manimala [Bio.Sci Edn] | Indian |
| 3 | Ms. P.Mangayarkarsi [Tamil. Edn] | Tamil |
| 4 | Ms. P.Poornima devi [Maths.Edn] | Learning |
| 5 | Ms. P.Kamila Sahadini [Com.Edn] | Test your knowledge |
| 6 | Ms. A.Sadhana Jenifer [Maths.Edn] | The Way to life |
| 7 | Ms. A.Prasila [Phy.Sci.Edn] | Like teachers |
| 8 | Ms. R.D.Prasanna [Comp.Edn] | You Will Be |
| 9 | Ms. Arul Stephena [Maths.Edn] | Winners Vs Losers |
| 10 | Ms. Josephine Divya, [Eng.Edn] | Save Trees |

2013-2014

| S.No | NAME OF THE STUDENT | ARTICLE |
|------|---|---------------------------------------|
| 1 | Miss. S.Thabetha [Comm.Edn] | Worts of Wistom |
| 2 | Miss. V.Elizabeth [Eng.Edn] | Interesting Facts |
| 3 | Sr. Shanthi [History Edn] | 10 Great things in you |
| 4 | Mrs. Amutha valli [History Edn] | Reading skill |
| 5 | Ms. Anitha [Com.Sci.Edn] | Some interesting facts about Computer |
| 7 | Miss. J.Bino Fathima Mary [Bio.Sci.Edn] | இன்றைய பாரதம் |
| 8 | Miss. Stani [Bio.Sci.Edn] | Tension |
| 9 | Miss. K. Preetha. [Eng.Edn] | Proclamation |
| 10 | Miss. G. Deepa [Bio.Sci.Edn] | Seven steps to success |

2014-2015

| S.No | NAME OF THE STUDENT | ARTICLE |
|------|------------------------------------|----------------------------------|
| 1. | Sr. Barbara Jackulin [Hist.Edn] | Love is Patient |
| 2. | Mrs. B. Poornima [Bio.Sci.Edn] | Nano Technology-The Emerging Era |
| 3. | Ms. J. Ida Christalin[Eng. Edn] | Indescribable |
| 4. | Sr. Seema Xalxo [Phy.Sci.Edn] | Diary Of An Unborn Baby |
| 5. | Ms. S.Sudha [Com.Sci.Edn] | Motherhood |
| 6. | Ms. J. Epziba Jeyakodi [Maths.Edn] | Time Management |
| 7. | Ms. A. T. Loga Rubini [Comm. Edn] | You Are Number One |
| 8. | Sr. A. Sahaya Selvi [Phy.Sci.Edn] | Mr. English And Family |
| 9. | Ms. I. Jency [Eng.Edn] | Book |
| 10. | Ms. J. Vigneswari [Tamil. Edn] | Golden Words |

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

Yes. The institution has a Student Council

Constitution of the Student Council:

- Procedure of election of office bearers: The entire student body nominates the perspective office bearers for different functions, namely, President, a Vice President, Secretary and Joint Secretary, Treasurer and an Asst. Treasurer and the four team captains.
- The nominees canvass for votes by addressing the student body.
- The election committee members nominated by the Principal organize the conduct of the election.
- The election of the office bearers is held democratically through secret ballot system after a short canvassing period.
- Installation of the newly elected officers takes place in a grand ceremony performed in the presence of a special Guest who addresses the council and the members on leadership.
- The Principal addresses the Student Council and explains their roles and responsibilities. The Principal describes the behavioural qualities expected of the Council members. The elected members of the student council take oath during the investiture ceremony.

Major activities of the Student Council

- The College Council members work in close liaison with the Principal and the staff.
- The Council President decides matters regarding the affairs of the College Council and Sectional Associations. However all matters will be brought to the purview of the Secretary of the Staff who in turn communicates to the Principal/Secretary.
- The College Council plays a great role in organizing the assessment of the different aspects of the college. The student Council is represented in IQAC.
- The College Council organizes the Club activities, Association and group activities related to co-curricular and extracurricular programmes.
- The team captains in the Student Council encourage the involvement of student-teachers in all curricular, co-curricular and extra-curricular activities to compete for the best team award
- The student council organizes the assembly everyday with the collaboration of the team members
- The College Council takes part actively in organizing celebrations such as Independence day, Teacher’s day, Gandhi Jayanthi day, St. Charles day, Christmas day, Pongal day, Miss. Carolina day, Annual day, Farewell day and Graduation day in the college.

The following members were elected as Student Council in the year 2015-2016

| | | |
|------------------|---|--------------------------------------|
| President | : | Miss. Arul Varsha Rani [Phy.Sci.Edn] |
| Vice President | : | Miss. Anita Rajiba [Com.Sci. Edn] |
| Secretary | : | Miss. Subhamani [Eng.Edn] |
| Joint Secretary | : | Miss. Juliya Jayakumar [Phy.Sci.Edn] |
| Treasurer | : | Miss. Priyadharsini [Eng.Edn] |
| Asst. –Treasurer | : | Miss. Ponmalar [Phy.Edn] |

Team captains

| | | |
|--------------|---|-----------------------------|
| Silver Team | : | Mrs. Sharmila [Phy.Edn] |
| Gold team | : | Mrs. Aarthy [Maths.Edn] |
| Diamond Team | : | Ms. Pavithra [Eng.Edn] |
| Platinum | : | Mrs. Dharani [Com.Sci. Edn] |

Funding: All the expenses related to various activities of the college such as organization of subject associations clubs, various meetings related curricular and extra curricular activities, functions and celebrations, etc. are met by the management.

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

The institution encourages very much the Student representation in the academic and administrative activities and the student representatives are there in the following committees and they play a vital role in organizing the activities related to the respective committee.

| Sl. No. | Name of the Committee | Activities |
|---------|----------------------------|---|
| 1. | Student Council | <ul style="list-style-type: none"> • Conducting Daily Assembly • Working in close liaison with the Principal & staff • Play a very important role in all most all the activities of the college as president secretary, treasurer and team leaders. |
| 2. | IQAC | <ul style="list-style-type: none"> • Help in administering the feedback forms on all important programmes organised, such as discussion, seminars, workshops. • Participate actively in all the programme of the college rendering full cooperation, give their suggestions for better performance. |
| 3. | Sports Committee | <ul style="list-style-type: none"> • Assisting the PET in maintenance of the Games Articles and the Games room. • Organising the Games hours. • Maintenance of general discipline. • Help in organising Annual Sports Meet • Representing the College in the intercollegiate sports competitions • Organising Citizenship Camp, Socio-cultural analysis, Disaster Management • Organising counselling sessions for victims |
| 4. | Extra Curricular Committee | <ul style="list-style-type: none"> • Render their full cooperation in organising Annual Day Cultural programme • Coordinating cultural programmes on all important occasions. • Representing the College in the intercollegiate competitions • Organising Citizenship Camp |

| | | |
|-----|--|---|
| 5. | Magazine Committee | <ul style="list-style-type: none"> • Prepares, collects articles for the college, magazine • Collecting adds for the magazines from the entrepreneurs • Collecting the messages for the magazine • Contacting the alumni to write articles for the magazine |
| 6. | Finance Committee | <ul style="list-style-type: none"> • Student Council members assist in maintaining the m miscellaneous account of money collections for field trip Flag Day, and penalty collected for irregularities in following the rule and regulations of the college. |
| 7. | Library Committee | <ul style="list-style-type: none"> • Supervises the extra reading hours • Collecting the wall magazines, stacking and cataloguing them. • Collecting the old books from the student teachers. • Assisting the librarian in maintaining the orderliness of the library once a week. |
| 8. | Cells Equal opportunity cell Prevention of Sexual Harassment | <p>Student representatives with staff in charge arrange for the seminars, workshops, meetings on equal rights and disseminate the information through ppt or video or talks.</p> <p>Students play a very important role in organizing lectures or talks on sexual harassment. Arrange for the video to help ladies to be aware of the current issues on sexual harassment and to be cautious.</p> |
| 9. | Clubs Extension Service Human Rights Consumer Rights Red Ribbon Eco | <p>Student teachers volunteers help in coaching the slow learners of our model schools. They visit old age home in the campus and listen to the Grannies.</p> <p>Student teachers participate in the activities organised by the club prepare talks on human rights. Prepare slogans accordingly for the rally during the awareness campaign. Talks are being arranged on the consumer rights by eminent personnel. Student teachers help the staff in charge by welcoming the guests or by giving vote of thanks. Etc.</p> <p>Help in conducting rally on AIDS awareness in and around Thirunagar during the C T camp Arrange. Conduct essay competition for the school students on AIDS awareness. Student representatives take full charge maintains the garden they distribute the duties to the peer group who help in weeding cleaning the garden. Which pave way for them to be eco- friendly.</p> |
| 10. | Associations Art and Literary Science Association | <p>Assist the secretary in organising the association .participate in the association by talking part in dance quiz programme essay competition painting and drawing.</p> <p>Student representatives collect fund for the purchase of sapling for the garden. Participate in all the activities of the</p> |

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

From the graduates

Yes. College collects feedback from students on curriculum and teaching for improving the support services during the course and also at the end of the course Open feedback are given by the students at the end of every academic year. During the hours allotted for mentor system, feedback is given by the students which are systematically recorded by the mentors. (Ref: Annexure V)

We administer a questionnaire to the graduates to collect the feed back at the end of the year about the overall activities and their experiences.

The responses from the graduates are collected and consolidated through computers and are analyzed.

This information is utilized for a discussion at the staff meeting.

Feedback from the students is objectively viewed by the college and necessary

Changes are made in the respective aspects to help in improving curriculum and organizing activities for the development of the institution.

Every year a well-structured feedback form is distributed to the students to evaluate their teachers. The feedback from the students are analysed for further improvement. The Principal personally gives suggestions to the concerned staff for the improvement of quality in teaching learning process.

The Principal periodically meets the office bearers of college fellowship in order to streamline the discrepancy found within and outside the classroom. The Principal interacts with the students' representatives to maintain a harmonious academic climate. Apart from the above, students are encouraged to meet the Principal at any time to discuss freely about their academic and personal problems and provide suggestions to improve the conducive learning climate of the college.

The alumni play a role of an ambassador wherever they are placed. The institution encourages the alumni to send their feedback at any time of the year, especially during Annual Alumni Meet that is conducted by the institution.

From employers

- The Schools that conduct “Campus Interview” were highly in praise of the Institution and its commitment to the integral formation of the prospective teachers, who they say are well exposed to social realities, to teaching methodologies and well trained in teaching skills, thereby making a difference in every aspect of teaching-learning process.
- Parent Teacher Association (PTA) provides suggestions for the college augmentation.
- Regular meetings with the teaching and non teaching staff are held to collect the suggestions, ideas and plans from them and to discuss the means to realise, modify, rectify and evaluate them.
- Maintenance of a ‘visitor’s book’ and a record of ‘your words for us’ are the means used for collecting the suggestions from the visitors and other stake holders to improve the preparation of the programme and the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

- Sufficient resources are provided by the management both for effectiveness of the faculty in teaching and mentoring and for students for effective learning. Systematic review of the resources, careful maintenance and reasonable investment in acquisition, of the resources are monitored effectively.
- ‘Know the Subject’ is one of our goals. Thereby every educator is encouraged to have a close and healthy rapport to render guidance and counseling service for the personality development.
- Various institutional activities are carried out through science club, arts club and literary club by the students. The magazine committee, sports committee and co-curricular committee are represented by the students. These enhance development of leadership qualities.
- The evaluation is carried out by those in charge on the individual’s performance and group performance, in the academic and other activities. These evaluations are a means to give the timely advice and guidance to the students for improvement.
- The institution takes great interest in the holistic growth of the students by providing the facilities which promote motivation, satisfaction, development and placement. Health center, student counselor, placement cell, hostel, the secure and serene atmosphere of the campus and well furnished college provide the students a perfect ambience for learning.

Life Skill: The institution arranges for the Life Skill courses every year

As experiential knowledge of life skill is very much needed for every teacher to be effective, eminent persons are invited to conduct the courses. The topics mostly covered are 1) self awareness 2) positive thinking 3) time management 4) stress management 5) Transactional analysis etc.

ICT: The Institution promotes technology oriented teaching learning Process. Faculty use power point presentation and use interactive white board during class hours. Student teachers are also encouraged to use the interactive white board for their practice teaching Seminars and workshops are on state level and International level ‘Towards better teaching and learning and evaluation – the ICT way’.

Value Education: The institution conducts regular moral instruction classes for the non Christians and religious classes for Christians in order to strengthen them morally and spiritually. Student teachers take active part in the morning assembly to express their ideas and views on different theme (values) given to them through role play, skit, songs, dance, PPT, quiz etc. Thus the activity of organising the everyday assembly serves the student teachers the forum to come out of themselves and to discover and develop their talents to be competent and committed in their life and in their future career.

Extension service: Encouragement given to the student teachers to regularly visit the old age home in the campus and listen to the problems of the grannies, visit to the special schools, helping in the social projects, rendering their service in coaching the slow learners, pave way for them to come in touch with the realities of life and be humane in their outreach.

Intercollegiate competitions/Workshops, seminars exhibitions: All the student trainees and the teacher educators are encouraged to participate in the seminars, exhibitions and workshops so as to gain the knowledge directly and implement the experiential knowledge in their teaching profession and to become effective and reflective teachers.

Placement Cell: keeps in touch with alumni in distant places and keep them well informed of the vacancies available in different schools and thus help unemployed teachers arrange for the

campus interview by periodically contacting the reputed schools in and around the vicinity of the college. Through guidance and counseling prepare them to follow the procedures of the recruitment.

SLM teacher educators besides their lectures points, collect the study materials from net or from reference books and up load in the digital center for easy access by the students.

Grievance redressal Cell: Grievance Cell is made functional by the student counselor's plan of action which specifies meetings with the student council and feedback collection, arranges for an open discussion with all the students periodically redress their grievances.

New Hostel Building, is spacious conducive for their physical spiritual well being. Hostel provide healthy food by Steam kitchen, safe drinking water by reverse osmosis water purifier, Inverter for continuous power supply, T.V,Indoor games, Shuttle cock court, for recreational purposes.

New Games Room: Sports And Games articles are kept safely for easy accesses, record of sports are also arranged neatly for reference, in the games room.

New Drama and Art Room: Students use the drama and art room for their practice during for different cultural programmes held in the college. There is provision for audio video system musical instruments for the students use.

New recreational room: Gym equipments and T.T are provided for recreational purposes to enable students to relax and refresh themselves.

Extra round made by the bus: College bus service is extended this year

Disabled friendly ramp, campus interviews: Newly built ramp is very useful for physically challenged, campus interviews also are held in the college for the benefit of the differently challenged

TET classes: The institution arranged special coaching classes for two successive years by Vedhagiri academy for job opportunities.

ADDITIONAL INFORMATION FOR REACCREDITATION

1. What are the main evaluative observations/suggestions made with reference to Student Support and Progression in the previous assessment report and how have they been acted upon?

2.5.1: Student Progression:

Students are counseled by the placement officer to go for higher education by impressing on them the need to acquire relevant skills for specific job. The percentage of students going for higher education after completing the B.Ed., course has increased.

College has helped a good number of students to get employment by various strategies followed:

- Facilitating campus interview
Organizing Campus interview by the Model Schools and recommending the applicants to the Correspondent of the model Schools has enhanced the number of our alumnae working in these Schools

Following are the list of the teachers appointed in the model schools

| Sl. No | St Charles Matric Hr. Sec. School | St Charles Hr. Sec. School | Total no. of the teachers |
|--------|-----------------------------------|----------------------------|---------------------------|
| 1 | 5 | 8 | 13 |

- Contact with alumnae is strengthened through alumni meet to communicate the vacancies available and transfer the information of requirement requests from Schools.
- Change of address / email ID /cell No., degrees further obtained, etc., are updated at every gathering and visit of the alumni.
- Language laboratory is digitized with ‘Orell Package’ to enable the students and teachers to help themselves in developing their fluency in English.
- The number of students who have secured jobs in the last five years by the intervention of the placement office is listed and appended.

2.5.2 Student Support

Student welfare is the foremost concern of the institute: This is given great attention from the very start of the Programme.

The analysis report of the feedback collected in a special format from the alumni and the student teachers at the end of the year is a proof enough that they have enjoyed adequate welfare provided.

Placement Cell has been strengthened in a very significant way.

- A cell comprising 3 members is functioning with the secretary who is available in the office the full time
- A separate office room has been allotted and a computer with net accession is exclusively installed in the office for the cell members to operate.
- All the records proper for reference are maintained:
 - List of all the alumnae with details corresponding to the year.
 - Updated contact addresses in printed format.
 - Files related to campus interview details.
 - Record of reference for placement done through campus interview and through personal contacts of the placement cell.
 - File of correspondence between the interviewing School and our College.

More than adequate Student welfare facilities are added since last assessment.

In respect to Curricular Aspects developing a culture of quality in the teaching-learning process, meaningful and reflective practice in teaching skills is enabled through the following:

- Bridge course and short term courses organised during the 15 days orientation programme immediately after the induction of the students for the B.Ed. programme.
- The knowledge and experience given at two day seminar cum workshop in Models of Teaching organized for all the staff and the students.
- A multiple set of learning experiences along with the use of ICT which is being integrated in the curriculum for all the students.

Enriched Technology laboratory with new systems, Students Learning Material (SLM) uploaded for easy access and Wi-fi connectivity enabled campus has facilitated this welfare activity to be successful in encouraging the student teachers to develop confidence in teachers.

Workshops on preparing teaching aids, puppetry, calligraphy etc., that have enabled the students to be stress free and creative in fabricating effective teaching aids and make quick progress in development of professional skill in student teachers.

Communication skills for faculty members and students through courses organized periodically and all round personality development of the student teachers through life skill sessions which has enhanced placement of our alumnae in premium Schools. An hour a week for ‘Critical Thinking’ exercise has been introduced which has helped student teachers to be energetic and enthusiastic and has inculcated a culture of reasoning and thinking critically.

In the aspect of Teaching, Learning and Evaluation reforms in examination are initiated and established by introducing Continuous Internal Assessment which is designed to elicit the best from the low achievers and the mediocre and challenge the high achievers to motivate them to focus higher.

Zero hour revision classes for the low achievers. Easy accessibility to bulky question bank lodged in the server in the ICT centre. Remedial coaching and peer group tutoring: Based on the outcome of the formative evaluation, low achievers are identified for whom special care and attention are given by the faculty through systematic remedial coaching and peer group tutoring. High achievers are encouraged for higher order of creativity, originality and innovative trends in the learning process through special assignments for seminar, teaching the low achievers through simple methods etc. Average learners are also motivated further to improve their performance through personal discussion to clarify the doubts and providing simpler materials for individual learning.

Answer scripts of previous year’s toppers in all the core papers are displayed.

In regard to Research, Consultancy and Extension the best practices evolved in the last five years have all been adding to the welfare of the students.

The research team formed comprising students has inculcated in students a research culture. It has enabled them to explore the realities of the locality and the nation at large to enlarge their horizons of thinking, critically reasoning, planning, developing positive attitude and making right decisions.

Action research is one of the activities invariably carried out during the teaching practice with the guidance of the mentors and is evaluated by the teachers.

‘Charity begins at home’, therefore the extension service culture is inculcated in students through extension of educators’ service to the student teachers. The homes of the students are visited to know the actual situation of some students and also the family members who need guidance and counseling. Accommodation in the hostel as and when for a short term is provided for student teachers with concession.

Infrastructure in SCCE is fabulous to promote learning in all aspects for the student teachers develop professional qualities.

Facilities to commute from different places in and around the city are made feasible through College bus.

Comfortable accommodation with safe and conducive atmosphere for learning is provided in Miriam Girls Hostel newly built in 2014. Also wi-fi connection for the hostel girls is available free of cost in the adjacent block.

Installation of inverter with a capacity of 1500 watts in the hostel has helped overcome the inconveniences caused by power cut.

A steam kitchen exclusively built for hostel providing tasty, nutritious and hygienic food.

LED T.V. is installed in the hostel.

CCTV: The institution has installed CCTV for security of the staff, students and hostelers. The entire campus is also under CCTV surveillance.

Instant coffee/tea maker in the College is made use by both teachers and students who need.

A gate way is opened adjacent to the College building to reach the Thiruvalluvar Nagar bus stop which is about 300 meters from the College where the staff and students can access autos, shared autos, private mini buses besides Government run buses that ply to different parts of the city every half-an-hour.

2.5.3 Student Activities.

Recreational facilities are augmented through added games articles made accessible to students in the newly set up games room, table tennis and gymnasium equipments installed in the recreational hall.

Drama, music and art equipments are provided in the multipurpose hall exclusively for overall development of the student teachers. Periods are allocated in the time table to practice skits, dramas and songs.

Grievance Cell is made functional by the student counselor's plan of action which specifies meetings with the student council as a whole and feedback collection.

2.5.4 A number of best practices have been evolved in response to the previous assessment report under **student support and Progression** which threw light on some aspects which had been ignored unintentionally and have been acted upon with a genuine concern for students which has brought great satisfaction in students and staff in the last five years. This is listed under **the Best Practices**.

2. What are the major quality sustenance and enhancement measures, undertaken by the institution since the previous assessment and accreditation with regard to Student Support and Progression?

Quality Sustenance

Good image, Good discipline, Safe and secure environment, well-maintained building, good results, immediate placement, securing scholarship for deserving students, loan from the Society, granting concessions

- Participation in inter-collegiate competitions, national and international level seminars, workshops and Conferences. Provision of occasions to develop the all round personality through organization of Life Skill Programmes, cultural festivals, competitions etc.
- Exposure to different types of Schools and expert teachers.
- Encouraging sports activities and daily games.
- Students from rural areas and first generation learners are empowered.

- Alumni association has been strengthened and made functional through interactive sessions, meetings, being resource persons for some special courses like, Multiple intelligence, Abacus etc., and participations in the College programmes.

Quality Enhancement

- The faculty quality has been enhanced by employing those with PhD and those who have registered for Ph.D. except a few who are also motivated to augment their qualification. Qualification approval has been obtained from TNTEU for the faculty.
- All the faculty members are adept with the knowledge of handling computers and other electronic devices with confidence.
- The culture of research is very much in vogue. The outcome of some of the social projects undertaken collaboratively by students and teachers is compiled into a book.
- Papers presented by students and teachers in Seminars are published in reputed journals and books.
- Reasoning and thinking exercises are in practice for which an hour per week is allotted.
- There are 37 computers installed in various centers with *wi-fi* which are freely accessed by students and staff.
- Media centre has an Interactive white board, 5 LCD projectors, 3 laptops and 3 OHPs.
- The indoor Sports Physical Training Centre
- Miriam Hostel building with 8380 sq. feet is constructed with all provisions in built for study, dining, indoor recreation, space for yoga etc. A shuttle court is also constructed in the vicinity of the hostel.
- Our public address system has 4 ohms 2x1100 watts dual amplifiers, 300 watts box speakers, Cordless microphones, 16 channel analog mixer, stereo graphic equalizer and DVD player.
- A power supply generator (**20 KVA**), 2 digital photocopiers, RO water purifier, LED Television, a digital video camera. Instant coffee/tea maker, UPS for administrative office.
- A proposal for the construction of second floor to enhance space for the new programme viz. 4-year integrated B.A. B.Ed. / B.Sc. B.Ed. is made.

Part II - 2.2.6

Criterion VI : GOVERNANCE AND LEADERSHIP

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

The purpose of the institution is spelt out in the vision, mission and goals stated as follow:

Vision:

- Mature women teachers enlightened, empowered and committed to educate and empower the new generation to build a secular nation.

Mission:

- To form women teachers who realise the truth that teaching is a noble profession.
- To prepare women teachers who are empowered with knowledge, skills and values of love, compassion, integrity, service etc. to be competent, committed and creative for the development of a more just social order in an atmosphere of intellectual verve and moral integrity.
- To train and form women who in turn will enlighten and empower the next generation to bring about the desired social changes.
- To train the prospective teachers to become relevant educators in an ever changing techno-world of today.
- To inculcate in student teachers an eco-friendly attitude.
- To make the College an ideal institution for forming teachers who become relevant to present generation.

Goals:

- To enlighten the student teachers of the greatness of teaching profession.
- To help the student teacher become efficient and effective teachers and leaders.
- To provide the student teachers adequate opportunities to become agents of social change by helping them grow spiritually, morally, psychologically, emotionally, intellectually and experientially into mature persons.
- To enlighten the student teachers of the responsibility laid on them to empower the next generation to build a secular nation, livable and loveable.
- To empower the student teachers become technologically competent to handle at ease the digital classrooms.
- To train the prospective teacher who develops an attitude of appreciation and care for nature.

Objectives:

- To empower the staff and students with necessary intellectual abilities, knowledge, skills, training in ICT and other competencies for effective teaching-learning in-order to excel in academics.
- To help prospective teachers grow into mature persons psychologically and emotionally through personal guidance and counseling.
- To enable the student teachers appreciate the pluralistic feature of our land and make them realize the responsibility for building a just and secular society through interreligious prayer service and a meaningful celebration of all major religious festivals.

- To engage the student teachers in community activities that would enable them to understand their social responsibility toward the poor and the marginalized class of the society through rural exposure camp and visiting intervention centres for Differently Aabled and Home for the Aged.
- To train the student teacher to be the agent of protection of the environment by bringing in the eco-consciousness among the staff and students. through environmental education, workshops, exhibitions and other environmental issue related programmes and activities.
- To enable the student teachers to know and live the spiritual and moral values that would make them principled, value-oriented and responsible citizens through value education.
- To provide opportunities to the student teachers to discover and develop their innate physical and intellectual potentials and identify their artistic and aesthetic sense for a holistic growth by offering co-curricular and extra-curricular activities.
- To enhance the professional development which will ensure placement by providing additional certificate and training programmes other than what the formal curriculum offers.

Activities to Achieve the Value Based Objectives and Skills:

The mission, goals and objectives are concretized through the following activities planned for each academic year well in advance for the realization of the vision.

Cognitive Skills:

- In-depth knowledge, critical thinking, creativity, rationality, inquiry and intellectual honesty are promoted through periodical revision, up-gradation of curriculum and by innovative methods of teaching like video reflective learning, brainstorming sessions, think-pair-share, mind mapping, panel discussion, project-based learning, peer teaching, seminar presentation and multimedia presentation in the teaching-learning process.
- Emphasis is laid on cognitive skills, service learning, co-operative learning and learning styles. Take home tests and open book tests are also introduced in assessment pattern. Special guest lectures on various need-based issues are organized for the students. Students participate in inter-collegiate curricular and co-curricular competitions.
- Students are given adequate practical training for the use of computers effectiveness in teaching, language laboratory and science laboratory in their learning process. Classroom teaching is supported by audio-visual aids and multimedia presentations.
- Computer education has been offered to all students for incorporating the use of ICT in the teaching-learning process in order to make them efficient teachers in this technological era. Assignments are given to teacher trainees to train them in self learning skills. They refer the related books, articles and journals available in the college library. The value of sharing the knowledge with each other is encouraged through peer tutoring to help the teacher trainees to acquire the competency in teaching.
- To cater to the needs of academically weaker students, classes are divided for team work. Special classes, remedial teaching and peer tutoring based on mixed ability grouping are of great help to the low achievers.

Physical Skills

- Physical skills for games and sports are incorporated as the major instructional content in B.Ed. Teaching the science of healthful living and skills needed for an active lifestyle are achieved through physical skills. Trainees are given opportunity to participate in inter-collegiate sports and tournaments. Our college participates at State Level Inter Collegiate Tournament for the Colleges of Education in Tamil Nadu. Through these efforts, values like sportsmanship, team spirit, coordination, cooperation, exchange of ideas, spirit of

- competitiveness, discipline, organizational skills and leadership qualities are cultivated among the students.
- To enhance all-round development of personality, to expand the qualities of a democratic citizen, to enlarge attributes for successful living and to inhale essential teacher qualities and competencies, Citizenship Training Camp is organized as a part of the curriculum. Visits are arranged to old age homes and special schools to develop in them compassion for the less fortunate.
- To enable the teacher trainees consider the significance of the social values, Blood Donation Camps, sessions on First Aid and Fire Safety are organised.
- Yoga and Health Sciences have been introduced in the physical education classes.
- Aesthetic sense is inculcated in trainees through cultural programmes organized on occasions like Independence Day, Republic Day, Charles Novena Days, Teachers Day etc., Intercollegiate level cultural programmes are also organized among the colleges of Education by the co-curricular committee of our college. Students are involved in Youth Red Cross Society, Red Ribbon Club, and socially useful productive work.
- Students are exposed to teaching aid preparation. Workshops are organized to train them in skills such as puppetry, Abacus, Calligraphy etc.

Moral / Spiritual Values:

- Daily morning assembly conducted by the team leaders on a theme inculcates moral and spiritual values. It offers every student the opportunity to develop one's artistic and literary skills besides becoming a time for grounding oneself in spiritual and ethical values. The educators in-charge evaluate the session of assembly everyday to present the assessment for the best team award at the end of the year.
- Moral and spiritual classes are conducted once a week as a part of the regular curriculum.
- To promote social competence, to provide 21st century skills, to train in leadership qualities, to develop personality need-based add-on-courses such as Communicative English, Life Skills Education, and Gandhian Thought are conducted.
- Special attention is also given to the hostellers by way of conducting evening prayer every day and permitting them to attend the services every morning in the Chapel. Visits to temples, Ashrams, and Churches have also been encouraged to promote religious beliefs and moral values.

Emotional Values:

- To promote the emotional intelligence of the students, individual as well as group counseling are given by our staff members who are specialized in counseling psychology. Students who have emotional blocks, stage fright, who are introvert, soft spoken and timid are identified and encouraged to face the audience boldly through various activities of our college such as class debate, quiz, stage programmes, etc.
- Mentoring is monitored by the Student Counselor by coordinating the mentoring hours once a week. It is handled by the educator in-charge choosing small group of students.
- Special Counseling is facilitated by inviting professional experts occasionally.

The vision and mission of the college are transmitted to the students, teachers, staff and stakeholders by displaying in the academic calendar, campus notice board and other places, regularly communicated through prospectus, web site, college magazine, advertisement, college day, convocation day, seminars and conferences and through Principal's speech. The same are also communicated through alumni, parents meet, practicing schools and all academic and extra-curricular activities organized by the college.

The motto of the college, ‘**Enlightened to Empower**’, which is part of the college logo is displayed wherever the logo is printed. For example, Calendar, record book covers, magazine, bulletin board etc.

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

Yes, the mission includes the institution’s goals and objectives in terms of addressing the needs of the society.

- The objectives are deduced from the vision and mission of the institution. The objectives further are meticulously worked out in to concretized activities that enfold the feasible means to meet the societal needs and the needs the students it seeks to serve, the school sector, education institution’s traditions and value orientations.
- It lays a special emphasis on inculcation of moral, social and human values, academic excellence, eco-consciousness, inclusiveness, quality, equity and accessibility. The institution takes an honest attempt to form the prospective teachers into women who will reach out to the poor of the society.
- The institution helps the students acquire values and imbibe proper culture through its academic and co-curricular activities. It endeavours to fulfill its traditions and value orientations through helping the socially and economically backward sections, as it has its charism, ‘to incarnate the compassionate love’.
- With an objective to cater to the needs of the society and the country as a whole, the institution contributes substantially to the development of the society in the following ways:
 - It develops skilled human resources of a high caliber.
 - It enriches and empowers all the students through value based quality education and through participative teaching-learning environment.
 - It conducts co-curricular programmes to promote and revive the Indian tradition, culture, heritage and spiritual philosophy.
 - It conducts Extension activities through frequent instructions, organised activities and camps.

The following strategies have been adopted by the institution to satisfy the needs of the students from the various social backgrounds:

- Adopting Learner-centric education approach through academic planning, modern teaching-learning aids and application of technology to make the curriculum effective.
- Promoting optimum use of infrastructure to enhance the quality of teaching competency.
- Introducing skill-oriented co-scholastic courses to provide opportunity to achieve core competencies to face the global challenges.
- Promoting research culture, research publication for the enhancement of the quality of teacher education.
- Inculcating social responsibilities through value-based education.
- Functioning of counselling cell, placement cell, remedial-coaching classes for low achievers and grievance redressal cell to support the students.
- Organising Campus interviews to facilitate the students to face the world of job market.

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

- The management is dedicated, transparent, accountable, genuinely interested in the development of the institution. It pays attention to the professional quality of the staff and introducing of new elements in curriculum transaction by investing time, talent and finance with remarkable commitment. In an attitude of subsidiarity the leadership role is shared and monitored by the management involving teaching staff, supportive staff, non-teaching staff, students and stake holders for an effective and efficient transaction of teaching and learning processes.
- The Board of Management consists of the members of St. Charles Society, Madurai. It gives direction to all the activities that are taking place. The members of the management are well-established educationists and experts from different walks of life. They are philanthropists and consecrated people and work on no-profit basis. Their expertise helps the institution to improve the teaching-learning process.
- The Governing Body of St. Charles Society, Madurai, comprises of President, Secretary, Treasurer and a few senior members as representatives. It meets once a year and discusses the major issues concerning the college. Various things pertaining to the growth and development in terms of improving infrastructure facilities, academic programmes, staff recruitment and staff professional development, and student enrichment programmes etc., are handled by the College Committee. The Chairperson of the Education commission of the Province, four members of the local society and the Principal of the College form the College Committee. The minutes are properly maintained.

The management dedicates itself for providing uncompromised quality education. For the effective transaction of teaching and learning process, the management has devised the following strategies:

- It provides an adequate financial support for facilitating the student's achievements.
- It recruits qualified staff members as per University norms.
- It employs teaching and non-teaching staff as management staff paid by the management. All recruited management teaching staff are qualified as per TNTEU norms. Periodical meeting for interactions with teaching and non-teaching staff are arranged.
- The management is emphatic about decentralizing the power and exercising democratic leadership. To realize this it has distributed the responsibilities to different groups that form the committees, cells, associations and clubs which play an important role in the planning and implementation of activities in the different spheres of functioning.
- Various committees share the power of planning and implementation: Academic Council, Staff Council, Staff Selection Committee, Internal Quality Assurance Cell (IQAC), Examination Committee, Admission Committee, Research Committee, Co-curricular Committee, Finance Committee, Sports Committee, Guidance and Counselling Cell, Grievance Redressal Cell for staff and students, The Students' Council, Equal Opportunity Cell and Prevention of Sexual Harassment Cell.

Academic Council: The council plans strategies to seek all round growth of the institution and monitors the implementation of the growth strategies under the headship of the Principal. It plans the introduction of certificate courses and also discusses the team-wise teaching plan and ways and means to improve academic standards. Takes responsibility for:

- Analysing of the feedback received from students and subject experts from various fields.
- Taking into discussion the suggestions given by the experts.
- Tabulating a student /teacher-friendly time-table for the smooth functioning of the college.

Staff Council: The staff council includes the Principal as the Chairperson and the members of the faculty. Periodical meetings of the council and frequent interactions with the staff members ensure the organization's management system development, implementation and continuous improvement.

The Staff Selection Committee: It consists of the members from St. Charles Society Madurai and the College Committee. It takes the full responsibility for advertising recruiting, interviewing and selecting the employees (Teaching, supportive and non teaching staff).

Internal Quality Assurance Cell: The faculty members along with office-bearers of the management and external experts constitute the Internal Quality Assurance Cell. It conducts the academic audit by analyzing the results in internal tests, examinations, feedback analysis etc. The proposed suggestions for conduct of seminars, seeking sponsorship etc., are implemented for progress in quality. The cell evolves strategies for quality enhancement and quality sustenance of the institutional programmes. Meetings are held periodically to adopt ways and means to improve quality in academics, cultural activities and in the overall administration.

Examination Committee: It takes the entire responsibility for conducting examinations periodically and plans student friendly and continuous modes of evaluation for better results such as ensuring self learning, reading habits, utilizing the library, using technology etc. It takes charge of announcing the results, recording the marks, maintaining the mark register and progress sheet.

General Office: The college administrative office efficiently contributes to internal coordination amongst various constituents of the college. The office with the support of its committed and dedicated staff is the backbone of the institution. The office looks after various students support activities like realization of fee, disbursement of scholarships to students, providing concession for transport facility to students, making arrangements for welfare schemes of the students including educational tours and cultural activities. The office is instrumental in carrying out all correspondence with different offices. The office is also responsible for timely preparation of the budget in consultation with the Principal.

Interaction with Stakeholders: All the stakeholders – students, parents, local community, Government and Non-Governmental bodies participate in the institutional plans within the stipulated norms and conditions. Students participate actively through the students' fellowship, PTA and alumni of the college. They interact with the faculty as well as with the Principal. Parents are invited to the college when needed. Feedback is taken from the stakeholders and their views and opinions are considered in decision making. As the Head of the institution, the Principal takes all the responsibilities to interact with the Governing Body of the Society, Central and State Governments, TNTEU and other different stakeholders. The Principal receives reports from different committees which offer her advice in various matters.

Reinforcing Culture of Excellence: Apart from the regular curriculum input that is provided within the classroom, other related activities are also made available and the student teachers are encouraged to participate and build up their competencies to contribute significantly to the society. The college encourages the teacher trainees to participate in the co-curricular and extra-curricular activities like inter-collegiate competitions, extension activities, etc. for quality enhancement.

Faculty members are encouraged to pursue research activities and to participate in seminars, workshops and conferences at both national and international levels. They are also given permission on duty to attend refresher and orientation programmes. They are encouraged and

motivated to be members of various academic bodies. The faculties who have produced first Ph.D. degree are honoured by the management.

The Students' Council Office: The needs of the students are identified through student representatives elected by the students and are assigned with different responsibilities: President, Vice President, Secretary, Joint Secretary, Treasurer, Assistant Treasurer and the captains of four teams.

The college has developed internal coordinating and monitoring mechanisms. Various goals are set through collective and collaborative efforts of various components of the institution. Thereafter duties are assigned to individual teachers. Staff-in-charge of different subcommittees constituted for planning and implementation for quality sustenance and improvement play a significant role to monitor the progress and carry out the work. Information and expertise from external agencies are sought. The resources of the college are made available for the teachers concerned to carry out the programmes successfully. The line of hierarchy is maintained and the code of conduct is implemented to bring harmony and unity in its various levels.

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

Through strategic planning, monitoring and reporting the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution.

- The management consults the IQAC before the start of the academic year. It draws the major plans and decisions.
- The management organises a two/three day orientation for all the staff members in the beginning of every academic year when a brainstorming session is held.
- The management after giving serious thought to the suggestions and recommendations proposed by the staff calls for a staff meeting.
- The Principal / the Secretary of the College holds meetings with the members of the faculty and the office staff. Work load is distributed keeping everybody's interest and ability in mind so that they carry out their roles responsibly and thereby ensuring that staff are duly informed of their portfolios during staff meeting. Responsibilities of the staff are clearly displayed on the notice board.
- Regular monthly staff meetings are held and special meetings are called for when required. During meetings all the important information related to their portfolios are communicated. Staff meetings are also times when we discuss various programmes, evaluate the accomplished activities, converse about views, suggestions and opinions of the staff.

Communication is also maintained through:

- Important notifications are intimated to staff members through circulars.
- Minutes are displayed in a common place for a day or two to have the absentees informed and communicated orally through the staff secretary.

Various committees are formed to carry out the academic work. Meetings are held by the respective committee minimum thrice during the academic year and more if needed.

- Meeting No1: The action plan is drawn. Modifications and changes needed for the year under plan are brought to their notice by the Principal at this meeting.
- Meeting No 2: The progress of the activities are reviewed
- Meeting No 3: Evaluation of the plans.
- The minutes and the reports of the activities are recorded by the respective groups which are presented to the management.

- The management is kept informed by the Principal who discusses with the management the various activities of the college to obtain the suggestions of its members.

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

- The principal of the college takes responsibility to gather feedback from staff and students in different fora pertaining to academic programmes, curricular, co-curricular, extracurricular activities and infrastructure facilities.
- Feedback from the students is collected on curriculum design, faculty performance and infrastructure of the institution which becomes database to review the activities of the institution to know more about their needs and their suggestions.
- The Principal frequently communicates to the management and reviews the activities of the institution.
- The management's participation in different activities of the institution gives them ample opportunity to collect direct feedback from students through personal contact.
- Students express their views through mentor care programmes. Suggestion box is kept to enable the students express their views. The feedback from the students is conveyed to the management by teachers at the staff meeting. Views of staff and students are discussed and the suggestions of the management are taken into consideration.
- The institution maintains minutes of the meeting, log book [annals], the record of the activities of the institution in the form of annual report which work as the most authentic feedback for the management. There is a grievance cell through which the staff expresses their grievances to the management through Principal.
- On important occasions like reopening day, Teachers' Orientation Day and Recollection Day, the management takes time to discuss various issues with the staff members. All the staff members are encouraged to meet the members of the management through Principal when necessity arises. Self Appraisal Reports are obtained to know more about the performance of the staff.
- The Management discusses all that is presented to its consideration in detail and makes sincere attempts to redress the grievances of staff and students; takes decisions to improve/increase the facilities for the benefit of staff and students.
- Members of the Management meet parents, guardians and well wishers regularly to get their feedback and based on the suggestions review the activities of the institution.
- Feedback collected during PTA meetings and alumni meetings, through special questionnaire, open dialogue and through personal communication are of great source for the Management to collect valid information to review the activities of the institution.
- The Management regularly reviews all the activities of the institution with a view to create a conducive organizational climate for teaching-learning process and to enhance its academic excellence of the staff as well as the student-teachers.

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

- The college plans all the activities well in advance to make the administration barrier-free. In spite of this, the factors that disrupt achieving the vision/mission and goals are identified through deploying special strategies and taking proper measures to address the issues.
- The vision/mission and goals are introduced by Principal to all concerned at the commencement of the academic year and during the orientation programme.

- Psychological barriers like – lack of right motivation, unwanted apprehensions, anxieties, restlessness, tension, inferiority complex and lack of confidence are identified through the teachers' interaction with the students in the classroom setting and are addressed through programmes organised to enhance their attitude and interest in the teaching profession and to make them realize that teaching is a noble profession.
- Deserving students are given special mentoring and counseling by the professional counselor of the college and by Principal. To overcome the social barriers the student teachers are re-exposed to empowerment programmes that enable them to mingle with others freely. Equal opportunities are provided to them to keep pace with others.
- Unsatisfactory performance in academics is identified through snap tests after each unit or diagnostic tests. The barriers are identified by analyzing the individual's difficulties and employing remedial measures like group study, individual attention, special coaching classes, supply of simplified materials to attain the vision/mission of the institution.
- The Management evaluates the teaching process through class observation by peers and experts. It holds discussion with the individuals after the observation sessions and conducts staff enhancement programmes for the staff to develop their teaching competencies.
- After every activity a formal evaluation is done. The secretaries of Committees or Cells or Clubs present the report of the activity. Fruitful discussions bring better performance results.
- Providing financial assistance by Management, helping to receive educational loan from banks, claiming scholarship for the deserving students from Government are means devised to overcome the economic barriers.
- Language skill barriers like communication, low proficiency in English, pronunciation, poor hand writing are identified through diagnostic test and through special programmes the barriers reduced and removed.
- Health barriers are often addressed by the medical staff in St. Charles Health centre in the campus.

Changing behaviour pattern of the present generation of students are overcome by generating potential solutions, inculcating value integrated teaching, designing responsible behaviour plan to facilitate required standards, communicating the behavioral expectations and rendering "Individual Behavior Support Plans" for students with specific behavioral needs with the help of experts. Group counseling and individual counseling besides guidance are given by Student Counsellor of the College and student mentors.

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

- Management always appreciates the special efforts of the staff. They are encouraged to participate in seminars, workshops and various training programmes which would enrich their knowledge. The management takes care of the career development of the staff by arranging a number of staff enrichment programmes throughout the academic year. Staff are encouraged to pursue higher studies, additional courses to improve their efficiency, to present and publish papers in the magazines and journals and win the awards and prizes announced by the management. It inspires them to make a self appraisal periodically.
- Having understood the fact that the effectiveness of the institution depends on the efficiency and commitment of its staff members, the management takes care to meet the various needs of staff members. Best Teacher Award is given on Teachers Day. Staff members are taken on Annual Tour/ Picnics. Medical support is given to staff members by St. Charles Health Centre.

- Staff members have access to laptops, computers in the ICT centre, browsing laboratory, reprographic machines, Scanners, etc. The Wi-Fi connectivity facilitates 24x7 access to internet to prepare for the class and to do their research.
- Promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty is carried out throughout the academic year. The management involves the staff in every academic programme and in the decision making process. The management assigns different responsibilities of the administrative duties to each staff to develop their self esteem and abilities. These charges are given by turns so that everyone gathers knowledge and ability to manage any sphere of the office at any time.
- The staff members' yeomen service, indomitable support, dedication, commitment and hard work are duly acknowledged and highly appreciated by the Management. The Management gives good salary that commensurate with their qualification and experience. Increment is given every year. The staff are given financial assistance to attend workshops and seminars.
- The Management provides ample opportunities for the staff to attend and present papers at seminars, conferences, and workshops organized at State, National and International level. The staff members are constantly encouraged to publish their articles in refereed research journals. At College Annual Day the best articles published by staff are rewarded.
- The management hosts dinner / high tea to the staff during mega events like St.Charles Day, Christmas celebration etc. Thus the management maintains a congenial atmosphere with the members of the faculty.
- Timely constructive criticisms and the means to improve are shared genuinely with staff during the meetings convened for evaluation. Periodically feedback is collected from the individuals and analysed. The outcomes are discussed with the concerned staff by the Principal and improvements are made in the area identified.

Thus the Management ensures encouragement, support, involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes.

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

The democratic genre of leadership rendered by the head of the institution in governance offers a healthy atmosphere for every one to function productively. The Principal welcomes the suggestions of the staff and students and keeps a professional and participatory approach in decision making regarding the academic activities.

Management of Curriculum: The Principal makes a thorough analysis of the course curriculum designed by the affiliating university with staff. Innovative methods and methodologies suiting to different topics are discussed and proposed. Allocation of subjects and preparation of timetable is done with the help of the academic committee, keeping in line with the instructions given regarding the credits/hours and marks. The academic committee ensures that the individuals prepare the year plan and the unit plan and submit it to the Principal within the stipulated time. The weekly plan is submitted to the Principal on the first day of every week. The year plan encompassing curricular, co-curricular and extra-curricular activities is worked out with the involvement of the entire staff. The subjects /topics to be dealt by the guest lecturers and team teaching are fixed.

The experience and competency of staff for each subject is identified and the passion of the faculty is considered in allotting the subject. Weightage for the theory and practical components of the course are given importance while preparing the time-table. The faculty members are

motivated to use ICT and a variety of teaching-learning modes. Workshops related to recent trends in curriculum are organized. Different committees for IQAC, Examinations and extension activities are formed with one staff as coordinator and the others as members. The head of the institution is the President of each committee.

Administration: The leadership role of the head of the institution is distinctly marked by policy of decentralizing the powers and investing them on different heads and conveners of different committees making a maximum use of human resources. The conveners are responsible for coordinating all the activities carried out in the institution.

Opportunities are created to utilize the talents of people and their leadership qualities in the administrative system at different levels. Ample opportunities are provided to elicit the involvement of the faculties and students' participation through various activities.

In order to carry out the administration effectively the following principles of management are carried out in the college administration.

Planning: All the academic activities are planned well in advance with the assistance of Planning and Evaluation Committee and IQAC. Planning for various programmes and activities are done thoroughly.

Organizing: All the activities are organized successfully with the cooperation of staff and students.

Staffing: The Principal, knowing the abilities of staff members, deputed apt persons for various activities.

Directing: The Principal directs the various activities of the college in order to achieve the objectives of the institution.

Controlling: The Principal controls the activities of the college and in turn makes the staff to monitor all the activities through various committees, cells, clubs and associations.

Co-ordinating: Systematic co-ordination and regular communication with the college management, staff and students is achieved to carry out various activities of the college effectively.

Recording & Reporting: The Principal reports all the activities of the college to the management and to the Government authorities periodically. The official records are kept up to date.

Budgeting: The head of the institution plays a vital role in the budget preparation for each year. Budgeting is done for all the activities and programmes of the college in consultation with the management. Audit is done at the end of the fiscal year.

Allocation and Utilization of Resources:

Man Power Resources:

St. Charles College of Education is in a premise teeming with children and band of teachers of three Schools in the campus and thus the head of the institution makes appropriate use of the different categories of personnel for different occasions such as, demo classes, observation exercises, juries for competitions, etc. Experts from other institutions are invited to enrich the knowledge of the students Eg. Lectures on CCE, ABL method etc. Their expertise is used to the maximum level. The resource persons of different areas of specialization are contacted by the

head of the institution and invited for special talks, seminars, workshops, debates, awareness camps etc. The head of the institution maintains a cordial relationship with practicing schools and conducts the internship programme successfully.

Material Resources:

- The infrastructural resources, library resources, digital equipments are enhanced every year with the recommendation of the head of the institution. Various resources of the college are utilized economically and efficiently. Different needs of the college are identified and concerns of each department are also identified with the help of the faculty. Required materials are purchased without delay. Funds are allocated for various needs. Maintenance and repair works are done regularly with the help of the campus maintenance engineer and the committee which has been allotted with the task.
- Sufficient fund is allotted to the library to purchase books, magazines and journals. Stock registers, books and equipments are maintained and checked periodically.
- Bus transport enables the commutation of students and teachers from the city.
- College personnel and infrastructure have found more use by Bharathidasan University, Tiruchhirappalli, for PCP of B.Ed. correspondence course during the weekends.

6.2 Organizational Arrangements

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

- The institutional activities are carried out by different committees, Cells, Clubs and Associations numbering 27 which are constituted to focus on specific objectives of administration and academic management. They frame the action plan and execute them under the purview of the Chairperson, the Principal and evaluate them periodically.
- The Governing Body which is constituted by the members of the Society is monitored by the President of the Society.
- Various Committees are: College Committee, IQAC, Staff Council, Admission Committee, Staff Selection Committee, Finance Committee, Library Committee, Academic Committee, Examination Committee, Magazine Committee, Sports & Games Committee, research Committee, Extension Service Committee, Co-curricular committee.

In the table below are some of the significant meetings held and decisions taken.

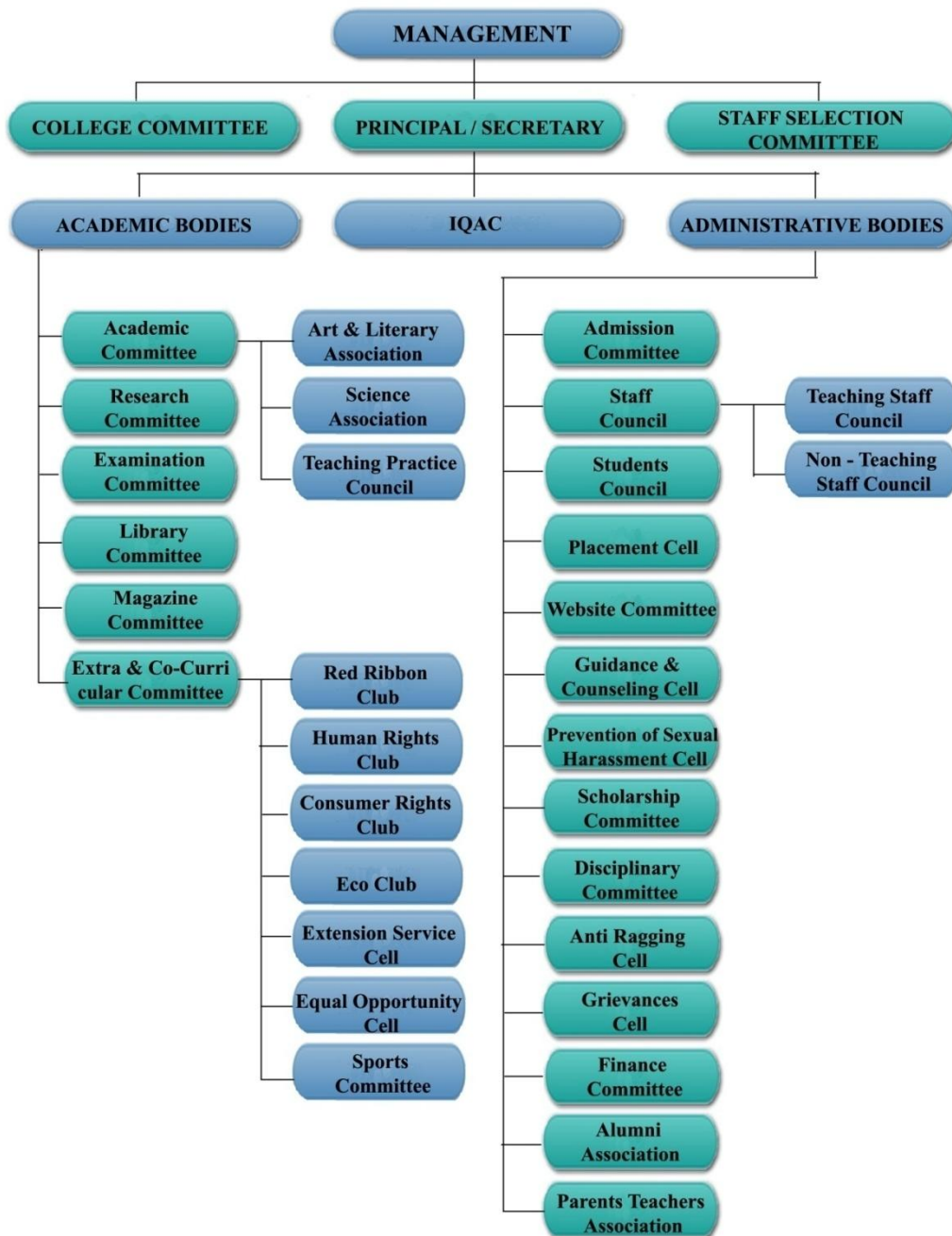
| | | | |
|---|-----------------------|------------|---|
| 1 | Governing Body | 26.06.2015 | To promote Sr. Jenita as Asst. Professor in Computer Education. To furnish Miriam Hostel with steam kitchen. |
| | | 28.06.2015 | To take 2 units of students for 2 year B.Ed., programme. To revise the budget for the year 2015-16. |
| | | 24.07.2015 | To start integrated B.Ed., course from 2017-18. |
| 2 | College Committee | 18.07.2015 | Approval of the date for reopening of the College as 10.08.2015. Decision on maintaining the Endowment and Reserve fund for the same and not to revise it. |
| 3 | Finance Committee | 25.08.2015 | To raise fund for Sneha Illam (Home for the aged) through <i>fancy fete</i> . |
| | | 22.01.2016 | To prepare a special budget for purchasing the mementos for the invitees and the staff who have completed 10 years of service. |
| | | 25.05.2016 | To renovate the staff room with cubicles. |
| 4 | Research Committee | 21.01.2015 | To organize an international seminar on ICT |
| | | 23.09.2015 | To take up Social Projects with staff and students' collaboration |

NAAC Cycle – II SAR of St. Charles College of Education, Madurai

| | | | |
|----|-----------------------------|------------|---|
| 5 | Academic Committee | 25.03.2015 | Decided to have the graduation and Alumni Association G.B. meet. |
| | | 16.07.2016 | Decided on the date for reopening as 10.08.2015. |
| | | 08.10.2016 | New Time Table was framed. Date for international seminar was fixed. |
| | | 10.04.2016 | Dates for the International Seminar was finalized for 11 th & 12 th of March 2016. |
| 6 | Staff Selection Committee | 20.04.2015 | Decided on proposing Sr. Jenita M and Mr.Tamilenthi for the post of Asst. Professor in Computer Education and Asst.Professor in Sociology respectively. |
| | | 12.12.2015 | Mrs.Ananthi for the post of Asst. Professor in History. |
| | | 16.05.2016 | Mrs.Rajathi was selected to the post of Librarian |
| | | 16.06.2016 | Selected Mr.Raja Mohammad for the post of Asst. Professor in Physical Sciences. Sr.Sabeena Jose for the post of Asst. Prof in Biological Education. Mrs.Jayalakshmi for the post of Asst. Prof. in Education. |
| 7 | IQAC | 01.07.2015 | International level workshop/Seminar to be organised in the month of March 2016 and to apply to NAAC once again for funds. |
| | | 24.09.2015 | To analyse the feedback data of the resource persons and to implement the remedial measures. |
| 8 | Examination Committee | 31.03.2015 | Planned to have only one revision exam. |
| | | 10.08.2015 | Dates were fixed for model examinations. Decided to obtain question papers from Royal Academy |
| 9 | Magazine Committee | 15.09.2015 | Decided to release the 9 th edition of the 'Charlian Spirit' on 29.04.2016. |
| | | 02.03.2016 | Finalised the ads to be printed in the magazine. |
| 10 | Co-curricular Committee | 01.08.2015 | Fixed the tentative dates for all the co-curricular activities. |
| 11 | Extension Service Committee | 06.09.2014 | To motivate the student teachers the committee decided to give a certificate of appreciation to those who volunteer to coach the slow learners in the model Schools. |
| | | 10.09.2015 | To raise a tenure of Rs.50,000/- during <i>fancy fete</i> towards Charity fund for 'Sneha Illam' |
| 12 | Sports & Games Committee | 03.10.2015 | Decided to postpone the Sports Day to 2016 for both the 1 st and the 2 nd year together. |

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

ORGANIZATIONAL STRUCTURE



One of the goals of St. Charles College of Education is, ‘to prepare women teachers who are empowered with knowledge, skills and values of love, compassion, integrity, service etc. to be competent, committed and creative for the development of a more just social order in an atmosphere of intellectual verve and moral integrity’. St. Charles Management is committed to achieve this.

The management consists of Educationists and religious persons and is keen on providing quality oriented academic programmes and extends all possible help to achieve the goals and ideals. The office bearers of the management serve in the college Governing Body and College Committee.

The Principal of the college is also the secretary. The executive decisions are taken at the executive body of the College Committee and those decisions are conveyed to the staff members by the Principal at the periodical staff meetings. Responsibilities are defined and communicated by the head of the institution at the beginning of each academic year when the orientation and planning sessions are held and in the periodical academic staff meetings they are reviewed and evaluated. The head of the institution (Principal) informs the management about the activities of the institution, during the Governing and General Body and Committee meetings. The college hand book and the IQAC newsletter containing the details of various activities of the college are also sent to all the members of the management. Further the members of the management are informed of all the activities of the college and invited to take part in various programmes, functions and celebrations organized by the college.

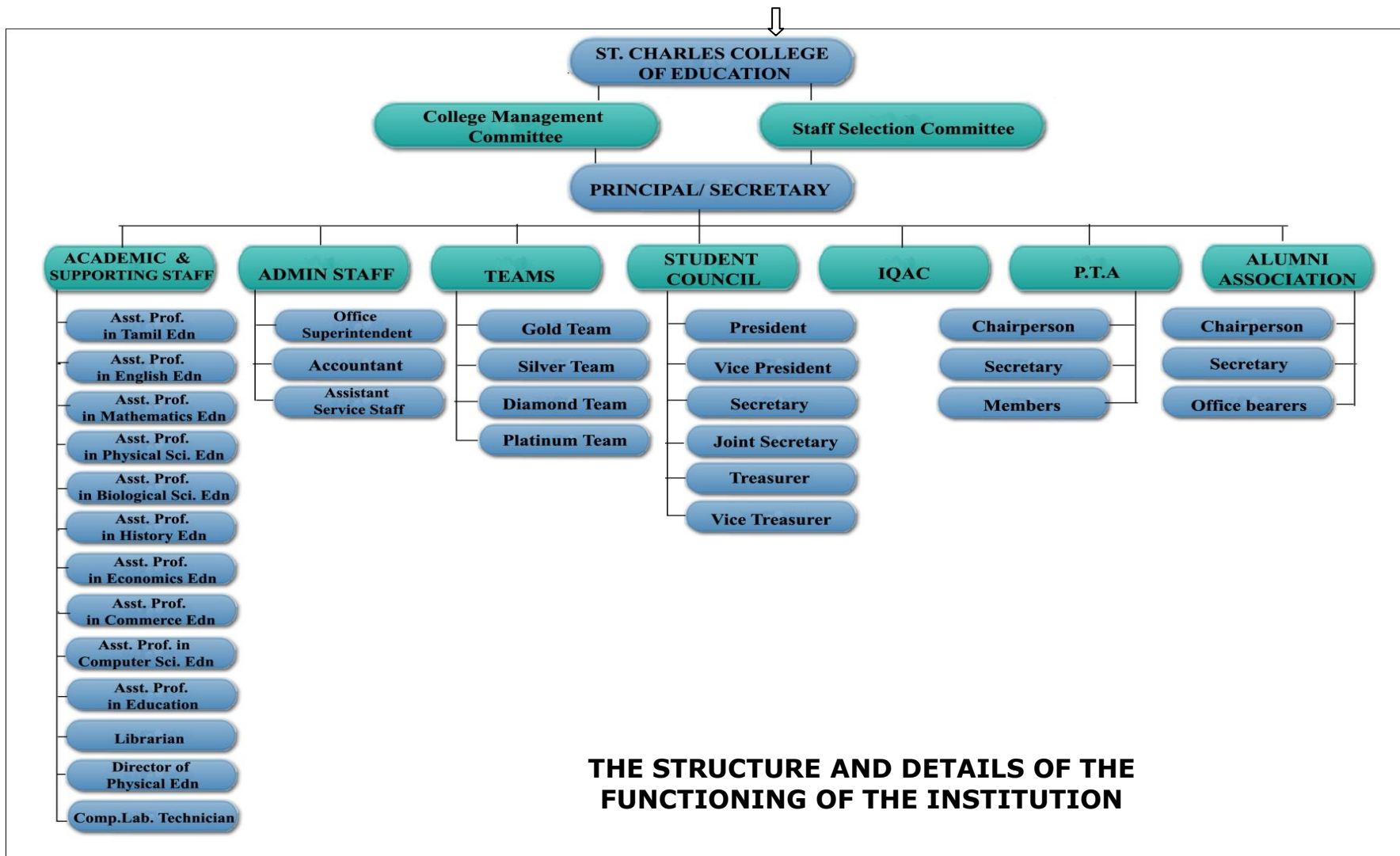
The barriers in achieving the vision/mission and goals of the institution are identified by frequent meetings of the Principal with the management, staff, students, PTA and Alumni of the college through various modes of feedback collection and the necessary action is initiated by the Principal to overcome the identified barriers. The structure explains the details of the academic and administrative bodies of the institution.

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

The administration is decentralized for all academic and administrative activities. This paves way for the sharing of duties and responsibilities. The Heads of Departments take the responsibility for the efficient functioning of the departments. The college has a democratic set up where each unit is given the fullest freedom to innovate and plan its perspectives of development within the stipulated norms. The administrative structure of the college is shown below:

- The decentralization is done to the extent of getting the entire stake holders (staff, students, parents and the local society) involved, in making the administrative policies, participating in the evaluation and in ensuring the enhancement of the quality of the institution in its different aspects.
- The College Committee distributes the responsibilities to the sub committees, associations, cells and clubs in which the staff and students are the members.
- The IQAC is represented by the staff, students, parents and local society members.
- The academic as well as administrative planning is student-centered. All the decisions are made democratically. Every major decision is taken in discussion with the committees’ recommendations.

ST. CHARLES SOCIETY



THE STRUCTURE AND DETAILS OF THE FUNCTIONING OF THE INSTITUTION

Composition of the Management:

The management comprises the Provincial and her councilors and the Local Superior and her councilors (House Council).

Composition of the College Committee:

The Provincial Superior of the religious Society, the councilor for Education commission of the Province, four members of the local society and the Principal of the College form the College Committee or the Management.

Functioning: The committee meets twice a year to listen to IQAC and other reports and make major decisions.

The Staff Selection Committee consists of the members of the College Committee and local Society.

Functioning: It takes the full responsibility for advertising recruiting, interviewing and selecting the employees (Teaching, supportive and non teaching staff).

The Internal Quality Assurance Cell (IQAC) comprises members from the management, the faculty and the local society.

It takes the responsibility for ensuring:

- the timely, efficient and progressive performance
- enhancement of Teaching Learning Process
- Quality academic programmes and evaluation procedures.

The decentralization of administration thus is ensured through the administrative structure depicted above.

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

The institution collaborates with other sections, departments and school personnel in various activities in order to improve and plan the quality of educational provisions.

Collaboration with TNTEU:

- The institution collaborates with the affiliating university by keeping the communication live for all instructions in respect to admissions, curriculum of the programme, participating in the Seminars, Sports Meet and occasional orientation programmes organised by the University.
- It responds to the special meetings organised for Secretaries and Principals.
- The college also provides a venue for conducting social, cultural and educational programmes of other schools and universities.

Collaboration with other Universities:

- The institution organizes personal contact program for the B.Ed. students of Distance Education Department of Bharathidasan University, Tiruchhirappalli.

Collaboration with other Agencies:

- The institution conducts various seminars, workshops and training programmes in collaboration with other agencies like, 'Talent Ease' Company (Teacher trainers and student welfare programme developers); CENS (Centre for Environmental Services) and Lions Club of Sivakasi for organizing eye donation awareness programme.

- Various programmes like Health check-up and Blood Donation camp in collaboration with Apollo Hospital and DYFI are conducted.

Collaboration with other Colleges:

- The institution collaborates with other colleges of education by deputing staff members for evaluation, conducting the practical examinations etc.
- The institution conducts various inter-collegiate programmes and also encourages our students to participate in programmes organized by other colleges.
- Our college auditorium/ seminar hall, playground, etc. are shared with other educational institutions whenever required.

Collaboration with Practice Teaching Schools:

The institution collaborates with the teaching practice schools in many ways:

- Extension Services Committee of our college organizes various seminars and workshops for the teaching practice schools.
- Extension Services Committee of the college develops the educational potentials of school teachers in the model schools by organizing orientation programmes, communicative skill programmes, workshops and seminars on new trends in education.

Collaboration with POWER HEALEE Trust:

- With need based services for community development placing special emphasis on vocation based education, the institution links itself with the Self Help Groups (SHG) of POWER HEALEE Trust which supports St. Charles Society Madurai in the extension of its charitable mission.

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

Sources of feedback to obtain data and information for decision making and improvement:

As the Institution strongly believes in a democratic set up, it always seeks to get feedback from students, teachers, alumni, PTA and other stake holders.

- At the end of the academic year, the college collects feedback from the students on various aspects like curriculum, method of teaching, institutional programmes, etc.
- Feedback from students is collected after every guest lecture.
- Periodical meetings are conducted by the Principal with the teaching and non-teaching staff in order to obtain their feedback.
- Parents are encouraged to give their feedback during PTA meeting. They are given a good listening and responded by the teacher Secretary and the Principal instantly at the meeting.
- Alumni also give their feedback and suggestions at college visit and Alumni meet.
- The staff leaving the college for other careers are administered with a feedback format.
- Feedback from other colleges is also obtained whenever they participate in various programmes organized by our college.
- Feedback is collected from the guest speakers and other resource persons.
- Based on the feedback analysis the Principal, discusses with Committee/Cell concerned to take the appropriate decision collaboratively for effective implementation and improvement.

Based on the feedback and suggestions measures taken to improve the performance:

- Teachers provide SLM in soft copies.
- Examination time-table is prepared in discussion with the students.

- College bus route is altered to cover extra stops to pick up students and teachers from a more convenient spots.
- Students are grouped on the basis of medium of instruction for core papers.
The last peer team visit and its feedback discussed with the IQAC of our College has been a great trigger for the College to implement a number of best practices, to strengthen those that existed then, and to bring a quality development in every aspect analysed and reported here.

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

The institution takes initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty in the following ways:

Sharing of Knowledge and Innovations:

- The institution encourages faculty to attend seminars, to present papers and to publish articles by meeting the total or partial expenses.
- It asks the members who participate in seminars/conferences/workshops conducted in other institutions to share with everyone in a common session.
- Orientation programmes are held at the start of every academic year when special themes are dealt with to motivate the faculty to function effectively. The staff meetings are also times when individuals are given opportunities and encouraged to share their ideas, suggestions, and solutions by informing the agenda of the meeting through circular.
- Active participation of the staff is ensured in planning, monitoring and reviewing the activities of the college executed by the Clubs, Cells, Associations and Committees for which the member of the staff is the secretary. Thus the administrative ability of the faculty is developed.
- Periodical staff development programmes like Interpersonal Relationship, Psycho-Spiritual recollection and Guidance & Counseling Skills and Time management and Enhancing Teaching Skills are organised. Empowerment of the faculty through a variety of knowledge skill development programme are organised every year to make them techno-savvy, confident and competent personalities and to blend curriculum with technology in teaching.
- It provides training in the use of interactive board and various innovative practices for being effective in teaching-learning process.
- It organises visits to other reputed Colleges of Education, and Arts and Science for first hand information through person to person interaction and learning by seeing.
- Leave is granted for those pursuing their higher studies.

Initiatives in Promoting Cooperation:

- Monthly staff meetings and occasional meetings for special reasons are held for the faculty during which the members are free to share their opinions.
- Management ensures that equal opportunities are given to all the members in taking responsibilities.
- Organizing functions and meetings are occasions when they collaborate and interact with each other which build their unity and enhance cooperation.
- Allocating tasks to be accomplished in small groups of two or three knits a strong bond among them.

- The Management gathers the entire staff of all the educational institutions of the Society nearly six times in a year for various occasions where sharing of knowledge, skill, empowerment and a cordial atmosphere is built between the management and the staff of all the service units with each other viz: St. Charles Health Centre, Sneha Illam (Home for the senior citizens), St. Charles Primary School, St. Charles Matriculation School, St. Charles Girls Higher Secondary School, St. Charles Boarding Home and Miriam Hostel.

Skill Sharing Across Departments:

- The faculty members share their skills across departments by way of training the students of other departments in preparing the teaching Aids, preparing them for cultural programmes and competitions.
- During team teaching practice, they utilize their expertise and help the students follow better. Some topics are: Test and measurement, Action Research, Case study etc.

Creating/Providing Conducive Environment

- A well furnished staff room is provided with cubicles to ensure privacy and reduce distraction.
- To enable research and facilitate surfing a browsing room with sufficient systems is placed at the disposal of the teachers.
- A separate table for the faculty is provided in the library.
- Books are made available as per their request and choice.
- Internet facility is made available.
- The stationery is provided as per their need.
- The institution provides conducive environment for the flowering of inherent skills in faculties.
- Every morning, prayer service is held separately for the staff with fullest cooperation.
- Regular yoga session is observed in the morning.

6.3 Strategy Development and Deployment

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

- A well coordinated Management Information System (MIS) is present in our institution to select, collect, align and integrate data and information on academic and administrative aspects of the institution. It provides all the necessary information related to students, staff, accounts, official communications, etc.
- The institution has constituted various committees like Admission committee, Selection Committee, Examination Committee, IQAC, Finance Committee, Academic Committee, Co-Curricular Committee and other Cells to look after the day today administrative details of the institution.
- Computers and reprographic machines are placed sufficiently in every office which enable easy recording and filing of reports. Furniture provided facilitates to keep them in orderly arrangement and at hands reach. The college store gives an easy access to stationery materials.
- All the activities of the college are recorded as minutes and reports and are presented to the College Committee.

- The members of the committees who are qualified and technically skilled systematically work in collecting the data that serve administrative and academic purposes such as student particulars, staff particulars, admission particulars, time table, action plan, examination results - internal and external, terminal and final, automation of library stock, stock particulars of all the laboratories, year plan, annual budget, account reports, pay particulars, stock particulars of all the departments etc., and meticulously process, file and keep them in perfect account and update periodically.

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

- The institution allocates resources, human and financial, for accomplishment of the action plans and to stabilise the changes resulting from any inevitable change in the plan with the support and advice of the Society and the proposals and suggestions received from various administrative committees of the College based on the emerging needs.

Financial Resource:

- An annual Budget Plan, approved by the Management is adhered to for general financial management. For any changes, the management comes with new strategies during the meetings and allocates the funds needed.
- Proposals and suggestions are approved by the Secretary and the Principal. The management provides extra resources when the demands arise. The college being a self-financed college its only source of income is fee collection from the students. The salary for the staff, all the maintenance charges, developmental works etc., are meticulously budgeted to keep the financial system self sustained and healthy as much as possible.
- As per the regulations of the UGC, the Principal, teaching faculty, supporting staff, administrative staff and additional human resources are appointed and paid by the management.
- The institution is running through its decennium. It nurtures a plan to get 2(f) & 12B status of UGC and to obtain autonomous status and thereby becoming eligible for developmental grant from UGC.

Human Resources:

- The institution allocates human resources according to the area of specialization of the faculty. Duties are distributed according to their capacity, competency, necessity, interest, etc.
- Organization of these human resources is carried out through policies that direct the committees, the associations, the College Council, etc.
- Human resources are also sought occasionally from other institutions and concerns to accomplish certain plans that need specialized personnel trained in particular field.
- To sustain the changes resulting due to inevitable situations, the allocation of duties are modified during the interim meetings in an atmosphere of free consultation and discussion.

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

To support the implementation of the mission and goals, the management with the help of the College committee and IQAC, analyzes the different aspects of the institution that need resources (human and financial) for enhancement of their quality.

- Since St. Charles College of Education is a self-financed institution, the human resource requirements are met by the institution. The vacancies of teaching and non-teaching faculty are filled in with the help of the selection committee of the institution which selects eligible candidates through tests and interviews.
- With respect to finance, its main source of income is fee collection. The institution does not receive aid either from the State Government or from the Central Government. The institution undertakes all the developmental works of the college within its income revenue. Annual Budget is made by the college committee based on the recurring and special expenses to be met by the college and the management. The management contributes financially when the budget for developmental works and other maintenance become heavy.

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

The responsibility of developing the academic plan is assigned to the academic committee comprising three assistant professors headed by Principal.

The procedure followed:

- The Principal, the Head of academics prepares the academic plan along with the academic committee based on the feedback given by IQAC, the staff, student-teachers, the practice teaching schools and annual review meetings.
- The syllabus is framed by the academic council of TNTEU and is communicated to the institution. The institution sketches its academic plan keeping in view the course framework of NCTE and TNTEU. (Annexure III)
- Draft of the academic calendar is given to the staff. The Principal convenes the staff meeting and presents the staff a general outline of the various academic activities: Admission, Orientation, Bridge course, Micro teaching, Block teaching, Assignments, Seminars, Tests and Examinations, Practice Teaching, Workshops and Seminars for their valuable comments.
- Activities like Bridge Course, the CT Camp, Educational Tour, Life Skill Sessions, Sports Day, College Day, Graduation Day, Intercollegiate Competitions, Women's Day, School Visits, Field Trips etc., are also tentatively fixed at the time of discussion with staff members during the preparatory week before the College reopens. The Management is also made aware of these tentative academic plans.
- Having gone through the general academic plan, the staff and the management put forth their views and proposals to make it more practical, effective and realizable without hazards.
- Once the academic plan is fixed, it is communicated to the staff in the staff meeting. It is printed in the college calendar and is distributed to the students on orientation day.
- Approval of the time table, subject allocation, year plan, supervising the weekly plan and organizing the evaluation procedures are all monitored directly by the Principal.

- The authorities of the department – CEO, IMS and DEO are approached for grant of permission to send the student teachers for school internship to Schools under them. Decision is made considering the list of Schools, subjects and number of students permitted for practice in each School by the above mentioned officials.
- Teaching practice sessions are scheduled after the Headmasters / Principals are previously consulted and the views of teachers from teaching practice schools are taken into consideration in order to fix the days of practice teaching, availability of guide teachers, students' strength, subjects available in Higher Secondary Classes, etc.
- To enable this discussion the educator in-charges go with the details gathered from the officials to the Schools selected for teaching practice with prior appointment and discuss the possibilities to make a plan for teaching practice with the intention to give a feasible atmosphere for the student-teacher to go through the teaching practice.
- Thus the Principal takes overall responsibility on deciding on reopening of the college, fixing the holidays, consolidating and verifying the entire plan of action after consulting the management and discussing it with the staff, the heads and guide teachers of the practice teaching Schools.

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

The objectives of the institution are communicated at all levels in order to ensure the contribution of every individual employee for the development of the institution.

To realise the above, the institution adapts the following ways:

- Orientation programme is organized for the staff at the beginning of the academic year during which the matter printed in the Calendar is discussed.
- A general meeting for the staff and the administrative bodies held at the beginning of the academic year with the Principal is also the time when goals and objectives are discussed and job descriptions are clarified. The staff meeting is held separately for the teaching faculty, the non-teaching faculty and the students.
- At the time of orientation the entire student body and the staff are explained the reason for and the importance of having goals and objectives and are encouraged to target the achievement of the goals. The related objectives and the activities interconnected are detailed to the students and staff (both teaching and nonteaching) to ensure their involvement and cooperation.
- The website www.info@stcharlesbedcollege.org has in its home page the Vision, Mission statements published.
- A quiz programme is held picking up an apt occasion so as to ensure that all of them are in knowledge of the content.
- Organizational structure of the institution is such that enables the employees at every level to understand their role, nature of job and the works to be executed.
- Role of all the employees for the academic year is prepared well in advance and the duty lists are given to them and displayed on the staff notice board.
- Circulars are sent to staff members, whenever needed.
- Periodical staff meeting is convened by the Management and the Principal.
- Informal staff meetings are held to communicate any important assignments.
- Staff enrichment programmes are organized periodically.
- The vision, mission and objectives are printed in the college calendar. The college calendar is distributed to the staff and the students.
- The vision, mission and objectives are displayed in the campus bulletin board.
- The poster bearing the vision, mission and objectives are put up in the Principal's room.

- The aim is inscribed on plaques and is hung up on corridor walls, in the staff room, office room and common hall.
- When evaluations are held after every programme, the objectives achieved are enumerated by the staff and the students.
- The posters, brochures, hand bills etc. are printed specifying the objectives in catchy phrases.

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

- All the academic activities are systematically planned and executed in compliance with the vision, mission and objectives of the institution through committees, cells, clubs and associations.
- Discussions are held among the committee, cell, club and association members after the execution of the activities to evaluate them in detail. The secretaries of the respective groups record the minutes and draw the reports to present them at the meetings.
- The evaluations are also made based on:
 - Inputs received from the stake holders
 - Current needs of the society
 - Personal suggestions from staff members
 - Students' feedback
- Vision, mission and implementation plans are monitored by the Principal with the help of IQAC throughout the year.
- Reviews of the programmes are also held as soon as the programmes are executed and for special reasons any time in the year.
- A detailed evaluation is held twice a year (one interim evaluation and another at the end of the year).
- The Principal conducts these evaluation sessions to discuss the various activities organized in the year with the respective committees. Performances are evaluated and suggestions are obtained in order to rectify them in the forthcoming academic year. On the basis of the findings, revisions are made.

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

To enhance the teaching-learning process and groom the budding teachers to face the challenges of the *New Gen* Schools, the institution deploys new technology.

- It holds discussions with the faculty to learn the needs and ways in which the new technology has to be deployed.
- The technician is instructed to organize the training of the individuals who need support and skill to handle the equipments.
- During the orientation session at the start of the year, the questionnaire answered by the newly admitted students is studied to know the competency of every individual in the field of technology. The students are grouped as per their need for training. The inputs are given through both theory and hand on experience.
- The institution encourages the faculty to use the latest technology for effective curriculum transaction. The faculties deliver their lecture with the help of PPT, OHP and other audio-video aids. The faculties also encourage the student-teachers to present seminars using technology, to develop lesson plans and to prepare teaching learning materials with the help of technology.

Optimum utilization of technological resources is planned in teaching, learning and research process.

- The institution has installed LCD projectors in common class rooms.
- Computers are made available in the method labs.
- The institution has installed interactive board in the conference hall and has trained staff and students to handle it effectively.
- Staff members are provided with common laptops for carrying out their academic activities in the staff room.
- New computers, printers and photo copiers are made accessible for the students' use.
- Students are allowed to use computers in the digital library and method labs for seminar and assignment preparation.
- Digital language laboratory is set up to develop communication skills of students.
- Internet facility is provided to the students to get the necessary information.
- The library software is installed to facilitate easy access.
- Internet and *wi-fi* facility is provided for staff and students.
- Four method labs are technology enabled with computer, LCD projector and internet and *wi-fi* connection. The rest of the classrooms are facilitated for the use of technology whenever needed, using the portable projectors.

The needs of the different departments are frequently studied and analyzed by the College Committee with the help of the teaching staff, the administrative staff and the technical staff in order to update technology. The finance needed for deploying new technology is budgeted and brought into the Action Plan for execution every year. The personnel are trained, equipments are purchased and optimum use of the new technology is ensured through techno based teaching-learning activities.

6.4 Human Resource Management

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

- The management has a potential map of the faculty and rightly identifies their individual strengths, areas of interest and accordingly assigns responsibilities.
- Once a year peers and experts evaluate the class of every individual faculty member with the help of an assessment sheet sitting through the whole period. The individual observed is given the feedback immediately in an atmosphere facilitated to be open to the positive points and the points for improvement. The assessment is further processed. The individuals discuss the outcome with the Principal and identify the areas for growth. The appraisal of teachers collected from the students is also analysed and the feedback is given to individuals. The Principal instructs them on the means they need to adopt for the same.
- It respects the freedom of individuals, by appreciating their innovations. Responsibilities of every staff are communicated to them through notices / circulars that clearly define their role in the implementation of any given assignments. Each faculty member is given opportunity to organise programme in the institution.
- Computer orientation and communication skill development programmes are conducted for the staff from time to time to enhance their computer and communication skills. The IQAC organizes seminars periodically to instill the updated knowledge.
- Efforts are made so that the faculty adopts learner-centric education approach. Enhanced use of modern teaching-learning aids and application of ICT resources are encouraged to make the curriculum interesting and effective for the students.

- The institution promotes research culture by creating infrastructure to carry out research work and projects. The study circle among the staff is formed for promoting co-operation, sharing of knowledge and innovations. Participation of faculty in all co-curricular, extra-curricular, community development and social work is promoted.
- Budgetary allocation is made available for staff development training programmes.
- Every year teachers attend skill-based training programmes, general orientation, refresher courses, seminars and conferences at state, national and international level for the up-gradation of their skills and knowledge and to present and publish papers, articles in refereed journals. The college provides On Duty Leave, TA, DA and other support when required to motivate the faculty to attend such programmes. Each faculty member is encouraged to pursue the doctoral studies.

Thus the institution identifies the faculty development needs and career progression of the staff chiefly with reference to career advancements that attach the qualification required, the self appraisal report of the staff students' appraisal of the teachers, individual's sense of need for development, through individual's achievements and performance, through students' performance and the IQAC's appraisal of the staff.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

- Performance appraisal of faculty and staff is done by self-appraisal method. Comprehensive evaluation by Principal, peers and students is held in the following ways:
 - Performances of faculty are assessed by the Principal through continuous monitoring and observation.
 - The Principal monitors the academic results produced by the staff in the examinations, research works, seminars and workshops attended, publications made, etc.
 - The Principal also interacts with the students and gets feedback about the performances of the staff.
 - The members from management also interact with the students and find out their difficulties and get feedback about the academic performances of staff.
 - Mentor meetings are conducted in the college and the students express their views about the academic difficulties.
 - The institution keeps a suggestion box in the ground floor to enable the student-teachers to express their grievances.
 - At the end of the year, feedback on the academic performances of each staff is collected and scrutinized by the IQAC and the Principal so as to know their performances. The institution uses the evaluations to improve teaching, research and service of staff members. The Principal assesses and evaluates the performance of the faculty members at the end of each academic year. Based on the evaluation results, remedial measures are taken.
 - The students are asked to evaluate their respective teachers on various aspects and record their feedback. After analyzing the feedback from students, the teacher is given the analysis report and instructed to change the methods of teaching and to enhance the quality of teaching learning process through reference, developing the skill. [Appendix].

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

The management is keen on promoting spiritual, psychological, social well-being, satisfaction and motivation of the staff and faculty by the following welfare measures it undertakes:

- Staff members are encouraged to participate in the annual Teachers' picnic/ tours.
- The management appreciates the staff members who produce Ph.D. by way of organizing a felicitation ceremony.
- Special conferences are organized on general themes for healthy family and social life.
- Special religious services and prayer meetings are held with no compulsion for participation.
- Salary is paid on the first of the month through Bank.
- Teachers' Welfare fund is maintained by the Society to pay the gratuity.
- Increment is given every year to all staff.
- The Management provides registration fees for the staff to attend seminars and workshops.
- Concession is given for children of the staff who study in our institutions.
- Free and concessional Medical service is given in St. Charles Health Center run by the Society.
- Loan facility at no interest is provided.
- The Management hosts dinners on special days like founder's day, jubilee etc.
- Teachers are honoured with gifts and party during Teacher's Day and Christmas Day celebration.
- The Management gives annual vacation to the teaching and the non- teaching staff.
- Teaching staff have been given laptops for their academic use.
- Fully / half paid long medical leaves are granted depending on the years of service of staff.
- The homes of the teachers are visited in order to console in moments of grief and express joy in moments of successes.

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

Yes. The institution has conducted the following development programmes for skill up gradation and training of the teaching and nonteaching staff:

- Training in handling software programme
- Technical training to handle new gadgets
- Computing skill
- Communication skill
- Research skill

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

Taking into consideration the directions given by NCTE, UGC and TNTE University on staff appointment norms, the institution makes utmost care to fulfill the conditions.

Recruitment Policy:

- The staff selection committee comprising members of the administrative body takes the full responsibility for the recruitment of teachers.
- The requirements for teachers with needed qualifications are advertised.
- The applications are received.
- The selection committee on going through the resume of the applicants calls for interview the suitable candidates and makes the selection to fill in the vacant post after assuring that the candidate is fit in all aspects during the interview.
- After the selection is over, the documents of the selected candidates are sent to the University for qualification approval.
- To retain diverse faculty and other staff having desired qualifications knowledge and skills, the management adopts policies that favour the staff wellbeing, satisfaction and motivation.
- It provides facility for academic improvement.
- Throughout the year staff enrichment programme are conducted as a strategy to retain them.
- The Management approves and recognises of good works of staff members.
- It assures up-gradation /promotion of staff when new programmes are started e.g., M.Ed., 4-year integrated B.A.B.Ed. / B.Sc. B.Ed. programme.
- A handsome annual increment is provided.
- Gratuity is given to those who have put in service for five years and more.
- An award of recognition is given to those who complete 10 years of service in this institution.

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

- The employment of adhoc faculty becomes necessary for handling special subjects with specified qualification Counselling Psychology, Philosophy, Theology, Anthropology, Sociology, Yoga, Fine Arts, Communication, etc. for a particular purpose.
- The part time /ad hoc faculty members work for certain number of hours for a negotiated payment of honorarium on hourly basis.
- The time-table set for them is temporary.
- The continuation of this faculty depends on the quality of performance.
- Faculties for English communication, Yoga, Counseling and Fine arts have been employed at different times as part time/ad hoc faculty.

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

The policies of the institution that support and ensure the professional development of the faculty:

- To motivate the staff to participate in seminars, conferences, workshops, etc. an amount in the annual budget is allocated under the head 'Seminar'. Depending on the available resources and in proportion to the need of the faculty development the fund is utilised.
- Fully paid leave is granted to those who pursue advanced studies apart from casual leave.

Resources and practices of the institution that support and ensure the professional development of the faculty:

- Fund is allocated in the budget for staff development.
- Teachers are encouraged to go for higher studies.
- Teachers are granted registration fees to attend courses, seminars, workshop and conferences in other institutions.
- Travel allowance is granted to staff when they represent the college.
- The faculty is appreciated for her/his achievements and performance.
- The management welcomes and assures monetary support for membership and active involvement in local, state, national and international professional associations.
- Institutional works are evenly distributed among its staff in order to encourage them to get exposures from all academic activities.
- The faculty is encouraged to take up research projects.
- They attend Faculty Development Programmes both in the College and in other institutions.

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

The staff room with cubicles facilitates privacy and a quiet atmosphere to work without distraction. It is well-furnished to work effectively with provision to utilize computers when needed.

- The staff room with attached rest room for professors is provided to the female teaching staff.
- A separate rest room for male staff is provided at an easy access.
- The staff have separate reading space in the college library. They utilize any number of books from the library for their references, studies, research etc.
- Spacious classrooms with good light and ventilation are available.
- All the classrooms are provided with computers.
- Well maintained and functional office is at their disposal to carry out their work effectively and comfortably.
- Laptops exclusively for the use of the teachers is made available in the staff room. A laboratory with wi-fi connectivity is provided exclusively for the staff.
- The Instructional Technology room is spacious and facilitates the staff with a number of technical options - Interactive Board, Smart Board, OHP, Slide projector, Microscope etc., to prepare and present their lessons effectively.

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

- To seek information and/or make complaints, the college has mechanisms apt and accessible for faculty and other stake holders.
- The website of the College has all the important information uploaded.
- Telecommunication and emailing are amply used for transferring information.
- The College has a “Grievance Redressal Cell” (GRC) to redress the grievances of the faculty and other stake holders.
- The faculties get numerous opportunities to make their suggestions / proposals directly to the Principal in the staff meetings.
- Periodical group evaluation with the committees and cells held by IQAC enhances their smooth functioning.
- The suggestion box that is placed in the corridor is maintained by GRC.
- GRC organizes special meetings with the student Council office bearers to hear the grievances regarding academic matters, financial difficulties, health services, library etc., with the Principal, or to the members of the GR Committee.
- College also has introduced mentor system in order to find solutions to the grievances of the students. All the students are divided into groups and they are given a mentor.
- Mentor meetings are conducted frequently and students share their problems openly.
- Team work, co-operation, amicable solutions for problems that sometimes arise in relationships are enabled with all these mechanisms that are in function.

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

- The workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities such as teaching, practical work, research, assessment, mentoring, working with schools, working with community, library reference, preparation of TLM etc., are well managed to enhance the staff members to achieve the goals and objectives of the institution. Participation and involvement are obligated in the planning of the professional and administrative activities so as to confirm the individual’s contribution.
- Credit hours for theory and practicum are shared as per the University norms and requirements so that the work load of the faculty is allotted almost equally to all and no one is overloaded.
- Co-curricular and extra-curricular activities are allotted taking stock of the experience and expertise of the individuals.
- The faculty members head the different committees annually on rotation which gives everyone the opportunity to gather multiple experiences both in professional and administrative field.
- The staff is encouraged to get engaged in research activities and is given the responsibilities to guide the student groups to take up Social Projects for research and publish the outcome.
- The examination committee plans the entire schedule of tests, exams, allotment of exam duties, monitoring of assessment process, consolidating the results, arranging the re-test schedule, maintaining the mark register etc. The members of the examination committee are shuffled every year.

- A group of students is assigned to each staff member who renders them the mentoring service by being a trustworthy friend and guide to them in all aspects. They meet in groups once a fortnight and the one to one meeting is occasioned as per the need. The Principal motivates and monitors the mentoring service of teachers regularly. The mentors maintain a record that holds significant information about the student.
- Contacting the heads of the practice teaching Schools, obtaining the consent of the Principals and the correspondents for internship, introducing the School and the guide teachers to the student teachers and periodically visiting the Schools to observe the classes and meet the guide teachers are responsibly done by the teacher educators. The Principal oversees, and guides the overall organization.
- The members of the faculty engage in various activities that involve their interaction with the community. During the week long Citizenship training camp resource persons of various disciplines are contacted for input sessions. Local authorities are met to execute the camp activities such as rallies, awareness programmes, community services etc., which are carried out by the organizing committee. The seminar programmes held also bring in contacts with the community of scholars. Data collection for Social project works, field trips, visits to special Schools, organization of and participation in intercollegiate competitions of student teachers, zonal and state level sports meet, being resource persons for the personal contact programme of the distant education programme hosted in our college are also major occasions when our faculty members are engaged in community work.

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

Yes, the institution recognizes and rewards the staff members appropriately:

- Achievements of the staff members are mentioned in the annual report during the college day celebration.
- The management provides annual increment to the management staff.
- Staff members are presented gifts on Teachers Day celebration and mementos on special occasions.
- The institution hosts dinner to the staff on different festival days.
- The institution arranges outings and dinner for staff.
- The staff are appreciated and honoured for the successful organization of programmes.
- Staff members are motivated to attend seminars / workshops and publish articles.
- Loans /advance from salary is granted.

6.5 Financial Management and Resource Mobilization

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

No, the institution does not get any financial support from the government.

- The main source of revenue is the fees collected from the students.
- The other sources are the interest given by the bank for the reserve fund.

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

The donation received through the Society toward enhancement of Library is about Rs.12000/ in the last two years from, ‘Amies de St.Charles’ association in France.

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

Yes. The operational budget of the institution is adequate to cover the day-to-day expenses. If any deficit arises unexpectedly, the Society meets the needs.

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

Budgetary resources and budget allocations to fulfill the missions and offer quality programs over the past four years, depicted through income expenditure statements, future planning, and resources allocated during the current year are enclosed in the annexure. (Annexure VI)

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

- The accounts are audited yearly by Chartered Accountant.
- The audit statements for the last three years are annexed.
- No major pending audit paras, objections raised and dropped have been remarked.
- Internal audit is carried out by the member representatives (Religious Sisters) of the Finance Commission of the Province. This is aimed at ensuring the proper and up-to-date account maintenance in the institutions run by the Congregation.

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

- Yes, the institution has computerized its finance management systems with the software packages namely, 'Tally' and 'Excel'.
- All the reports are generated like ledger, cash book, daily balance, abstract, multi abstract, Balance Sheet etc.

6. 6 Best Practices in Governance and Leadership

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

Institutional Vision and Leadership

- The top-leadership of the college has institutional commitment for quality education and runs the administration very effectively and smoothly.
- The management devices the right and effective strategies to realize the Vision and Mission of the institution concretely.

Organizational Arrangements

- A systematic organisational structure enhances effective and efficient administration. This structure enables decentralization and practice of autonomy.
- Interaction and integration with other institutions of learning centres and learned people is supported.
- Committees, Cells, Clubs and Associations are vibrant in executing the Action plans.
- Management is very receptive to suggestions and responsive to the needs of the institution.

- Subsidiarity/sharing of responsibilities, is the policy observed in the institution and the opportunities are offered to all the staff to carry out different activities of the college, to help them gain experience and empower them to take right decisions. Occasions for interactions are strengthened and synergies among staff are created for effective harmonious functioning.
- IQAC adopts all the means to enhance the quality of education provided to the students.
- Systematic planning, execution and follow-up of all the activities with the support of all the staff members is practiced.

Strategy Development and Deployment

- Action Plans for the future development is well framed and a thrust is given for progress and growth in different aspects of the institution despite the changing policies of the University and that of the Government.
- Perspective plan is developed to make the institution a composite one.
- Decisions are made by the Management in collaboration with persons in matters concerned.
- The suggestions offered by the parents through Parent Teacher Association meetings have been taken into account by the planning and evaluation committee to chalk out various academic activities of the college.
- Feedback mechanism from staff and students is helpful in rectifying the inadequacies.

Human Resource Management

- Teacher assessment is done by various stakeholders.
- Training programmes are organised periodically.
- Teachers are trained to become techno wizards.
- Teachers are appointed as per norms and guidelines issued by NCTE/UGC and the state government. The approval is obtained from the University.
- The management organises staff enrichment programmes for the teaching and non-teaching staff to develop their professional competence.
- Encouragement and motivation is given to the staff to pursue their doctoral studies / and other higher studies related to teacher education.
- Salary is paid through ECS mode.
- Facilities (Internet & Wi-Fi, separate cabins, ICT resources, Library resources, etc.) are enhanced to enable their teaching effectiveness.
- Spiritual retreats, Dhyana sessions etc., are organised to ensure psycho spiritual wholeness.
- Occasional social gatherings are hosted by the management and gifts are given.

Financial Management & Resource Mobilization

- St. Charles College of Education (SCCE) is a self-financed institution.
- Staff and students benefit optimally.
- Salary payment is regular.
- Computerized accounting is in practice.
- Auditing is regular.

Best Practices in Governance and Leadership:

- Transparency and accountability in finance management.
- Openness to feedback and criticism.
- Strengthening the faculty competency through development programmes.
- Granting academic freedom to the teachers to acquire skills and knowledge to set the college as a quality exemplary organization.
- Encouragement given by the management to staff members to attend seminars, publish papers and pursue higher studies.
- The leadership offered by the head of the institution by being a role model through her exemplary ongoing contribution to the field of education and to the student community.

ADDITIONAL INFORMATION FOR RE-ACCREDITATION (2nd CYCLE)

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

Institutional Vision and Leadership:

- Planned changes in the administrative structure, systematic and well organized Faculty Enrichment Programmes to enhance the skill in technology and communication and teaching methodology for development of professional competence, curriculum modification brought in by TNTEU following the guidelines of NCTE etc., have ensured visible reforms in Education.
- Instilling the revised vision and mission and values of the institution in keeping with the needs of the time, through different activities has been effective in making the staff and the prospective teachers to be people of higher values and competency to bring about transformation through education in the Society.

Organizational Arrangements:

- Effective feedback system in the college is in practice with the help of IQAC and the Grievance Redressal Cell functioning systematically with their plans.
- *Periodical Staff Meetings to plan, to execute, and to evaluate each curricular, co-curricular and extra-curricular programme has enabled encouraging the participatory approach in the decision making process.*

Strategy Development and Deployment

- The College Committee has been directed by the Governing Body to draw the Action Plan for major decisions taken for the development of the College which is very evident as recorded in the minutes of the meetings.
- The College Committee has impacted its active role in launching perspective plans for new programs to make the College a composite one.
- Periodical Staff Meetings to plan, to execute, and to evaluate each curricular, co-curricular and extra-curricular programme has enabled encouraging the participatory approach in the decision making process.

Human Resource Management

- The staff approval has been secured for staff with more than minimum required qualifications, efficiency and experience.
- Performance appraisal needs to be practiced.
- Effective feedback system in the college has been brought to effect with the help of IQAC.

- The College needs to organize in house training programme for the faculty.
- Systematic and well organized Faculty Enrichment Programmes to enhance the professional competence of the staff has made them techno savvy and efficient in using multiple methodologies in their teaching process and educational reforms.

Financial Management & Resource Mobilisation

The management has none other objective than the benefit of the staff and students and has invested a lot in the construction and furnishing of the Hostel. Maintenance of the College, enriching the library, enhancing technological equipments, organizing seminars and training programmes for faculty development, publishing magazines, books etc.

Best Practices in Governance and Leadership:

We have not just one but many which can be enumerated under each of the following list:

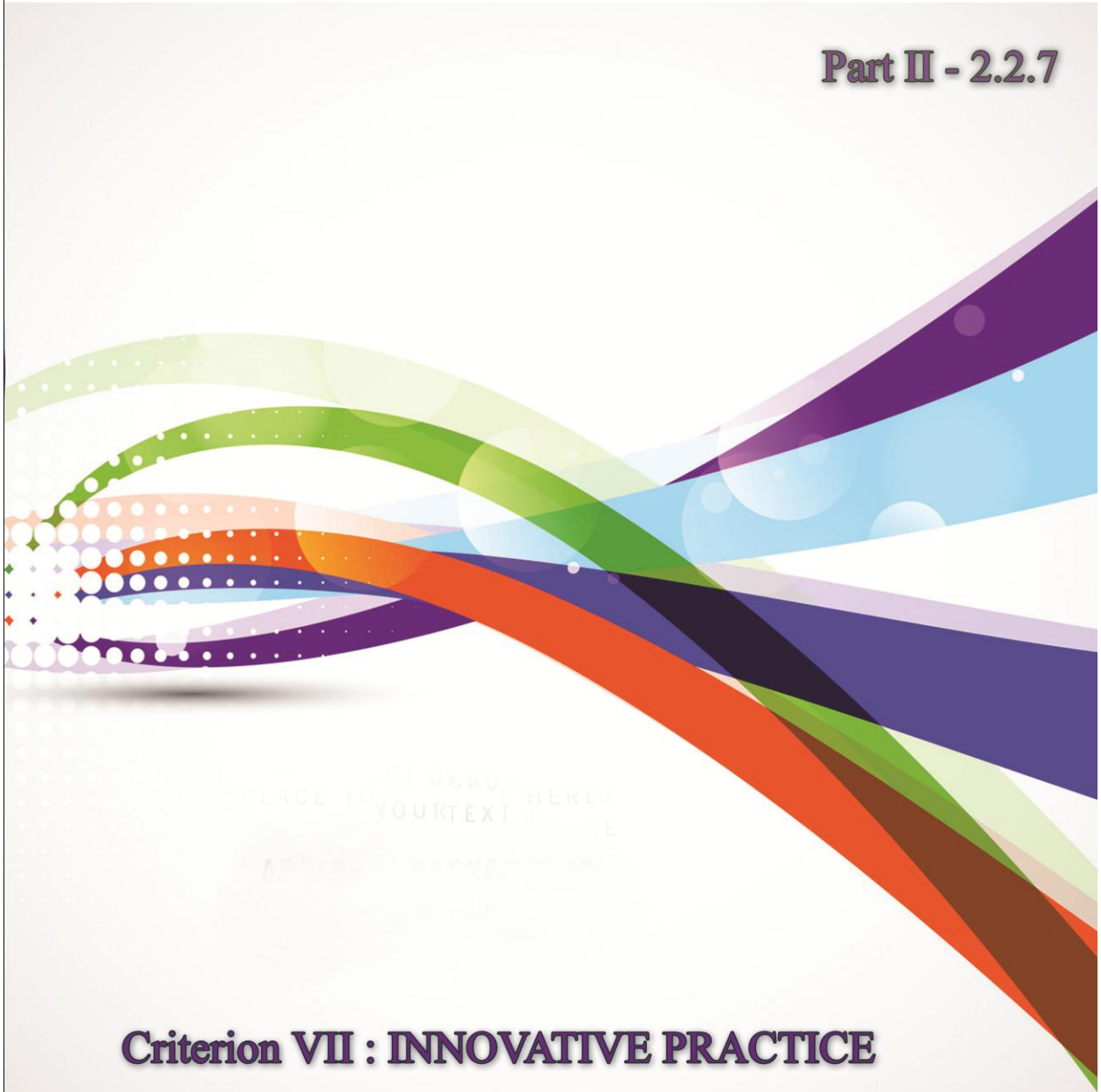
- Sharing of responsibilities and empowering the administrative body through various strategic plans is in practice.
- Openness to feedback and criticism.
- Strengthening the faculty competency through development programmes.
- Granting academic freedom to the teachers to acquire skills and knowledge to set the college as a quality exemplary organization.
- Encouraging the staff members to attend seminars, publish papers and pursue higher studies.
- The leadership offered by the head of the institution by being a role model through her exemplary ongoing contribution to the field of education and to the student community.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

- A great learning has taken place to plan for progress in quality at every step in all aspect since the last peer team visit.
- The administrative structure and the roles of the members of the management and the stake holders have been clarified and made efficient, effective through time to time evaluation.
- Instilling the vision and mission and values of the institution through different activities has been effective in making staff and prospective teachers to be people of higher values and competent to bring about transformation through education in the Society.
- Systematic and well organized Faculty Enrichment Programmes to enhance the professional competence of the staff has made them techno savvy and efficient in using multiple methodologies in their teaching process and educational reforms.
- The staff room is modified to facilitate serene atmosphere for staff to engage in their work with privacy preserved and their dignity respected.
- Human and moral values are inculcated in the staff and prospective teachers to make a difference in their teaching and learning.
- Closed Circuit Television cameras are fixed to promote better monitoring strategy.
- The staff approval has been secured for staff with more than minimum required qualifications, efficiency and experience.
- Our college has built strong bonds with the alumni. It has mobilized resources from Alumni to celebrate Decennium Jubilee Year (2006-2016) and to embellish the library.

- Timely guidance and counsel is given by Education Commission of the Eastern Province regarding staff recruitment, framing of action plans, staff development programme, financial management during the interim inspection.
- Periodical staff meetings to plan, to execute and to evaluate each curricular, co-curricular and extra-curricular programme has enabled participatory approach in the decision making process.
- Effective feedback system in the college has been brought to effect with the help of IQAC and the Grievance Redressal Cell.
- The College Committee has impacted with its active role in launching perspective plans for new programs to make the College a composite one.
- Transparency and accountability in financial transaction have always been maintained.
- Collaborating with other units in the campus, NGO, and other professional institutions is encouraged.
- Review of action plans in General Body Meeting and staff meeting is done.
- Student Representation in Various committees of the college is assured.
- Effective functioning of IQAC in monitoring the quality of teaching and learning and organising Seminars and Workshops, Conferences and Symposium at institutional, State, National and International Level is maintained.
- Involvement of Student Council in organizing programmes is appreciated.
- Suggestion box and appreciation box for student-teachers to express their grievances is placed.

Part II - 2.2.7



Criterion VII : INNOVATIVE PRACTICE

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, the institution has established Internal Quality Assurance Cell (IQAC). It was in the academic year 2009- '10 the IQAC became very functional with the members from among our faculty and the stakeholders.

Composition of IQAC for 2015-16

| | | |
|-------------|---|--|
| Chairperson | : | Rev. Sr. Dr. Amali Anbarasi, Principal, SCCE |
| Coordinator | : | Rev. Sr. Jenita Mary, Asst. Prof. in Comp. Sci. Education, SCCE |
| Members | : | Dr. Muthumanickam, Registrar i/c, Madurai Kamaraj University, Madurai. Dr. Jothirajan, Associate Prof., Arul Anandar College, Madurai. Mr. John Isaac, Civil Engineer, Madurai, Mr. Jeiprakash Abraham, Office Manager, SCCE Sr. Catherine, Student Counselor, SCCE Mr. Nedumaran, Physical Director, SCCE |

Major activities undertaken by the IQAC

- Organising Orientation programmes and curriculum oriented seminars and workshops for the students and staff.
- Documenting all the curricular, co-curricular and extracurricular activities of the college.
- Conducting performance appraisal by teachers, student teachers and the principal.
- Development and application of quality benchmark/parameters in various activities of the institution.
- Dissemination of information on quality aspects.
- Recording and monitoring quality measure of the institution.
- Preparation of the Annual Quality Assurance Report.
- Evaluation of the college by the parents and Stake holders
- Suggesting new titles of books for library
- Initiating the Best Practices.
- Encouraging social research activities.
- Monitoring continuously the evaluation programme and producing the feedback to the principal and the management.
- Facilitating the NAAC Peer Team Visit

Evaluation of Internal Quality of Academic Activities

- Open forum is conducted after each and every activities of the college and there by student teachers' feedback is obtained.
- Written feedbacks are received from all the students regarding staff performance and the academic activities of the college. A feedback register is maintained.
- All other activities such as internal examinations, Content cum Methodology Programme, Social Service, and Practical are also effectively planned and executed under the guidance of I.Q.A.C

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

The Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goals and objectives. The Goals and Objectives targeted aim at large the Mission and Vision.

- Every staff meeting presided by the principal is an occasion also for evaluating the academic activities and appraisal of other activities related to curriculum.
- Teacher educators and student teachers give their feedback after each student development programme such as workshop/ seminars, value education etc.
- Feedback from mentor teachers and heads of the practice teaching schools is utilized for instruction towards progression of the students' performance
- Feedback collected from the stakeholders such as parents, alumni and benefactors are enabled immediately for pro-action towards progress.
- Suggestions given by the educational institutions who conduct campus interview are taken for appropriate action.

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

The institution ensures the quality of its academic programmes as follows:

- Providing innovative technologies in the teaching-learning process
- Continuous assessment of the student activities.
- Interaction with eminent international academic educationists.
- Conducting seminars, orientation programmes etc. to enhance the teaching quality.
- Inviting subject experts to address the faculty on current developments in the educational programme of the respective subject.
- Encourages the teachers to take up researches and projects, to present papers and contribute to journals and magazines.
- Scales the academic performance of the students through scientific periodical evaluation.
- Plans and monitors the mentoring activities.
- Takes action to eliminate the barriers and hurdles identified at the evaluation sessions, in teaching –learning process.
- Tests are conducted to the student teachers regularly to ensure the quality of its academic programmes. Tests like: unit tests, internal tests and Model exams are analyzed by the teacher educators and necessary modification are made in the teaching –learning process for maintaining the academic quality. Such results are intimated to the parents of student teachers through post to bring awareness among parents regarding their wards performance.
- Eminent personalities and scholars are invited from various other institutions and concerns from time to time to interact with the faculty and the students who also give their feedback.
- Periodical meeting of the teachers are forums when principal holds review of the quality of teaching and learning occurring in the classrooms to improve their quality.
- Assessment and analysis of tests and examinations provide the knowledge to employ the right remedial coaching in the aspects not comprehended.
- Quality enhancement of skill development of all the students is given attention through the right exposure programmes and activities evaluated through apt means.

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

The institution ensures the quality of its administration by:

- Framing strategic plans based on the goals and objectives
- Decentralizing the administrative processes.
- Employing mechanisms to evaluate the different aspects of the institution and taking action to eliminate the negative elements.
- encouraging team work
- Updating the documents periodically.
- Updating the employees with the current developments in the academic field.
- Fostering the welfare practices
- Introducing effective MICS (Management Information and Control Systems)

The institution ensures the quality of its financial management processes by:

- Maintaining transparency in the account.
- Subjecting to internal and external audits.
- Budgeting and allocating funds in proportion to the priority they gain in the developmental needs of the institution.
- Consistent review of the same to identify the excesses/ surpluses if any, and re-allocating funds on need basis.
- Participating in the general financial management meeting.
- Maintenance of Accounts by a dedicated and efficient staff competent to use Computerised Accounting Software 'Tally'.

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

- The institution identifies and shares the good practices with various constituents of the institution by announcing it at the general gatherings and assemblies.
- Publishes it through web site, annual magazines and occasionally in the dailies.
- The good practices are brought to the notice of the faculty members and are discussed in the faculty meetings.
- Through publication of books, study materials, IQAC news bulletins, magazines and journals.
- Sharing during the annual meetings of the PTA, stakeholders and alumni the good practices observed.
- Inspiring the students and staff of the model schools to donate blood and to participate in such other social initiatives which are well recognized and appreciated.
- Institution conducts state/ national level seminars and workshops related with innovative topics.
- For organizing an activity man power and physical facilities are shared and used. Duties are assigned to the teaching and non-teaching staff members according to the need of the situation.
- Displaying the good practice in our college website and college calendar.

7.2 Inclusive Practices

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

Institution ensures the inclusion of all, irrespective of creed, socio-economic status and caste, in

the learning environment. It takes care of the needs of all sections of students who come from the General Category/ SC/ BC/ Physically Challenged / OBC. It especially takes care of the students who come from rural area and economically backward families and students who are differently able. This is done in view of appreciation of pluralism and harmony.

The institution organized a seminar on the theme ‘Teachers parenting the children with Special Needs’ in order to sensitize the educators and student teachers with the need for inclusive education.

- Facilitating the physically challenged student- teachers with construction of ramp, shifting the method lab to different floors, Computer classes during the physical education sessions, allocating teaching practice in schools close to their residence etc.
- Visiting the centres run for children special needs has enabled them to be sensitive to the need for inclusion.
- Educators use bilingual method of teaching keeping in view the option granted to students to write the examination according to their preferred language i.e. Tamil or English.
- Celebration of various occasions like Gandhi Jayanti, Teachers Day, Independence Day, Republic Day and all Religious festivals during the year.

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

- Theory course for first year and second year is listed with the subjects, ‘Gender, School and Society’ and ‘Creating an Inclusive School’ respectively.
- The student- teachers study about inclusion in school texts covered under different subjects.
- The theory classes are further extended with visits to rehabilitation homes and centre for children with disabilities which gives a greater impact to their learning.
- Working with people of diverse culture, religion and languages within the given situation is appropriated to inculcate the beauty of diversity and to appreciate the richness the pluralism brings.
- Exposure programmes organized during the CTC particularly brings both the educators and the student teachers close to the people on the fringe of the Society.
- Particular preference is given to rural women, widows, divorcees, the physically disabled, Dalits and the financially impoverished while admitting students to the B.Ed., course.
- The institution opens venues for every individual to develop her/his potentials without any discrimination.
- Empathy is inculcated in both the educators and the student teachers to concretely extend academic services to the less fortunate especially to the students with disabilities and oppressed by want of different kinds.

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

- SCCE furnishes plenty of opportunities to the student teachers to interact socially, engage themselves actively to learn and to motivate themselves to be enriched in the aspect of career development.
- The national and international level seminars organized in the institution bring them to interact with personalities of special qualities and unique experiences.
- Intercollegiate competitions are one other means through which they come to learn of people with special talents that infuses enthusiasm to learn new things.
- Participation in Zonal, Regional and State level Sports meet enlarges their horizon of thinking and reasoning as it brings them to be in the company of people with varied abilities and objectives.
- Visits to Schools of different Boards and different visions enriched their experience to think differently and to take bold steps to prove their Social responsibility.
- Team activities like preparing for the thematic morning assemblies, annual sports meet, group discussion, project works, club activities, organising camps etc., have had an enormous effect in building positive interaction and self motivation.

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

- Student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities, theoretically through various subjects such as ‘Childhood and Growing up’ , ‘Learning and Teaching’ in the first year and ‘ Creating an Inclusive School’ in the second year and also practically getting engaged in School internship for four months.
- B.Ed. curriculum includes various topics under ‘Guidance and Counseling’, ‘Creating Schools and Gender’ which help the student teachers to know the obstacles in the way of children’s learning and various techniques to remove them.
- The institution gives opportunities to visit, ‘Schools for Deaf and Dumb’, ‘School for the mentally retarded, rehabilitation centres, and spending a day with the staff and children of these Schools gives them first hand knowledge about the implementation of the technique learnt in theory. They get to know the curriculum framed for the exceptional children, the methodologies followed, the unique approach of the teacher to the students etc. They also are informed of the ways and means to develop themselves the proficiency for inclusive Schools.
- The student teachers actively engage themselves during the internship undertaking case study of children with learning disabilities, conducting action research to grapple with the special problems of the children and the means to find solutions.
- Student teachers are also given techniques to cope with the gifted children and use modern techniques to fend for the need of the new generation of the digital era.

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

- Provision of ramp to walk up.
- Classrooms on ground floor is provided.
- Mentoring and counseling
- General awareness to the students and other inmates to assist them.
- Seeking permission from the university to allot more time during University Examination
- Fee concession to those who are physically challenged.
- Facilitating the participation of the differently abled in cultural competitions and also special games during sports meet.
- Allowing the practice teaching school which is conducive for easy transport.

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

- General awareness is given to the students on eve teasing, women harassment etc.
- Conducting workshops and lectures based on issues related to women empowerment
- Guest lecturers are invited to create awareness to student teachers about their legal rights and special concessions that are available to them from the government
- Celebration of Women's day is the special feature in the institution. A week long thematic assemblies talks cultural programmes and competitions culminate with a grand and spectacular celebration of crowning Miss. Carolina of the year presided by eminent guests.
- Grievance and anti ragging cells of the institute attend to any problem that crops up and ensure safe and free environment.
- The issues or problems involving gender sensitive issues if ever rise up the PSHC (prevention of Sexual harassment cell takes up the responsibility to sort it out to render justice.)
- Providing safe shuttle Transport facility even at odd hours.
- Posted Securities

7.3. Stakeholder Relationships

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

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

- College Website
- Encouraging the personal visits of the stakeholder
- Campus News
- College calendar
- Brochures.
- News paper advertisement.
- Administrative records.
- Circular and proceedings.
- Meeting their needs through social welfare activities

We seek suggestions from parents, alumni and other stakeholders in planning, implementing and evaluating the academic programmes.

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

- The institution gets feedback from staff and principals of schools, students and from parents for bringing quality improvement. Based on the feedback, remedial measures are taken in faculty meeting to eliminate shortcomings.
- For the satisfaction of the students, institute organizes seminars, extension lectures, workshops, TET coaching classes etc. Feedback is further collected to know the aptness of the remedies taken for the grievances.
- Suggestions given by stakeholders during their visits are noted and are discussed in the meetings of the management with those concerned.
- The satisfaction and dissatisfactions expressed by the students and stakeholders are collected through whatever the means they utilize and are received and treated with open mind. They are brought to the notice of the respective group or individuals so as to make it a source of affirmation, then the issue is analyzed to prevent the reason that make it happen.
- If it is a suggestion found fit for implementing, appropriate action is taken to bring it to effect. The 'Internal quality assurance cell' takes the responsibility to effect the necessary changes.
- Performance appraisal of the staff by the student teachers, peers and the principal are discussed with the individual staff.

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

The institution collects feedback from students periodically on teachers' education, for improving teaching and delivery process. The institution collects feedback from students and alumni which are utilized for improving the quality of the programme.

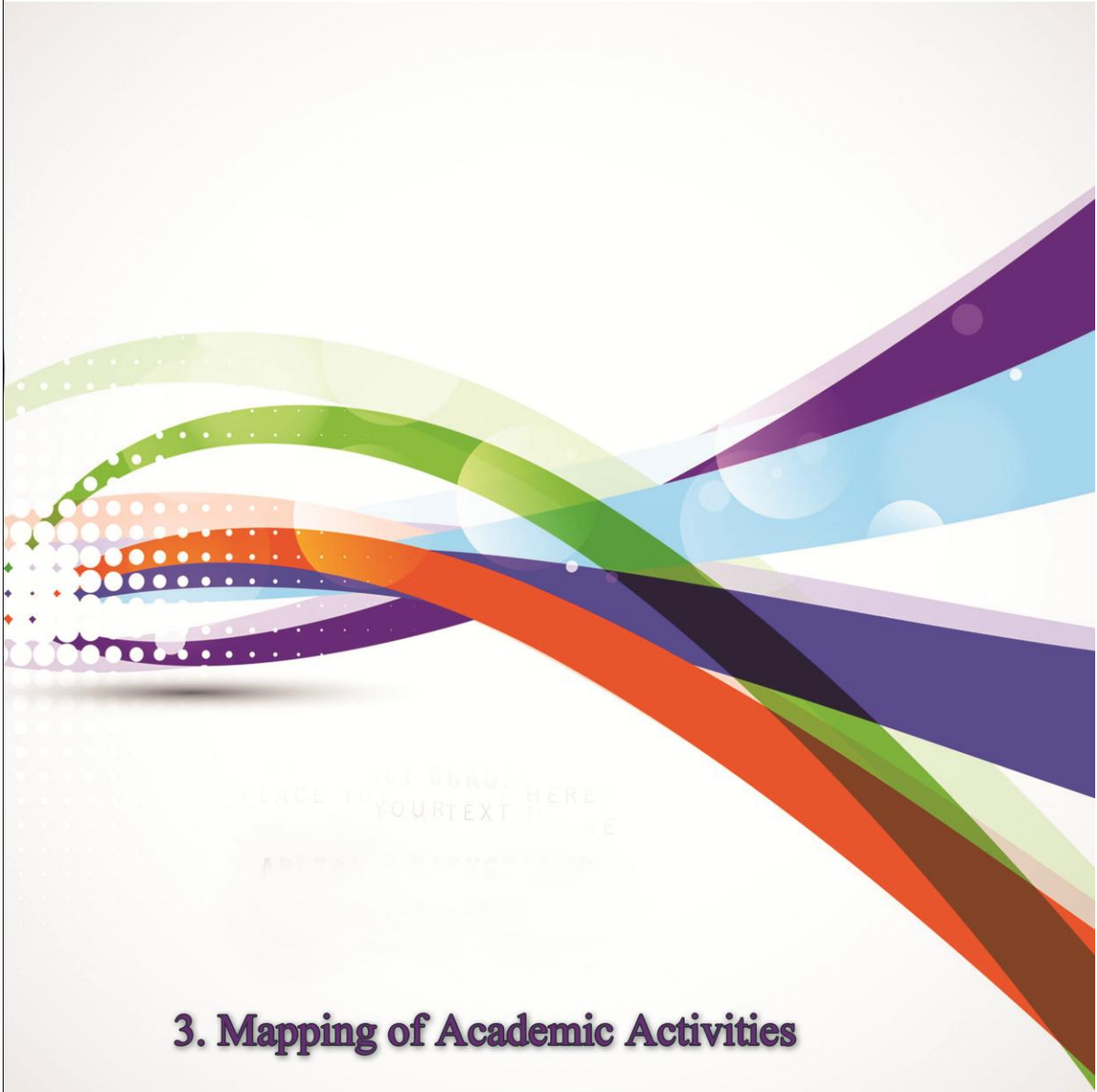
The institution prepares questionnaire to get feedback and suggestions through

- Suggestion box
- Visitor's note
- Open dialogue with the head of the institution.
- Self appraisal reports and Teacher's diary are some of the powerful means
- Feedback from the stakeholders is chalked out to rectify the deficiencies and strengths are reinforced.
- IQAC of the college regularly consolidates the feedback and reports to the management for appropriate action.

The suggestions received are aggregated and analyzed. They are also categorized and divided into different heads and prioritized to their urgency. Meeting is held to discuss and resolve the problems. The solution becomes the factor of satisfaction for stakeholders, helps in developing better relationship with the institution and ensures quality improvement.

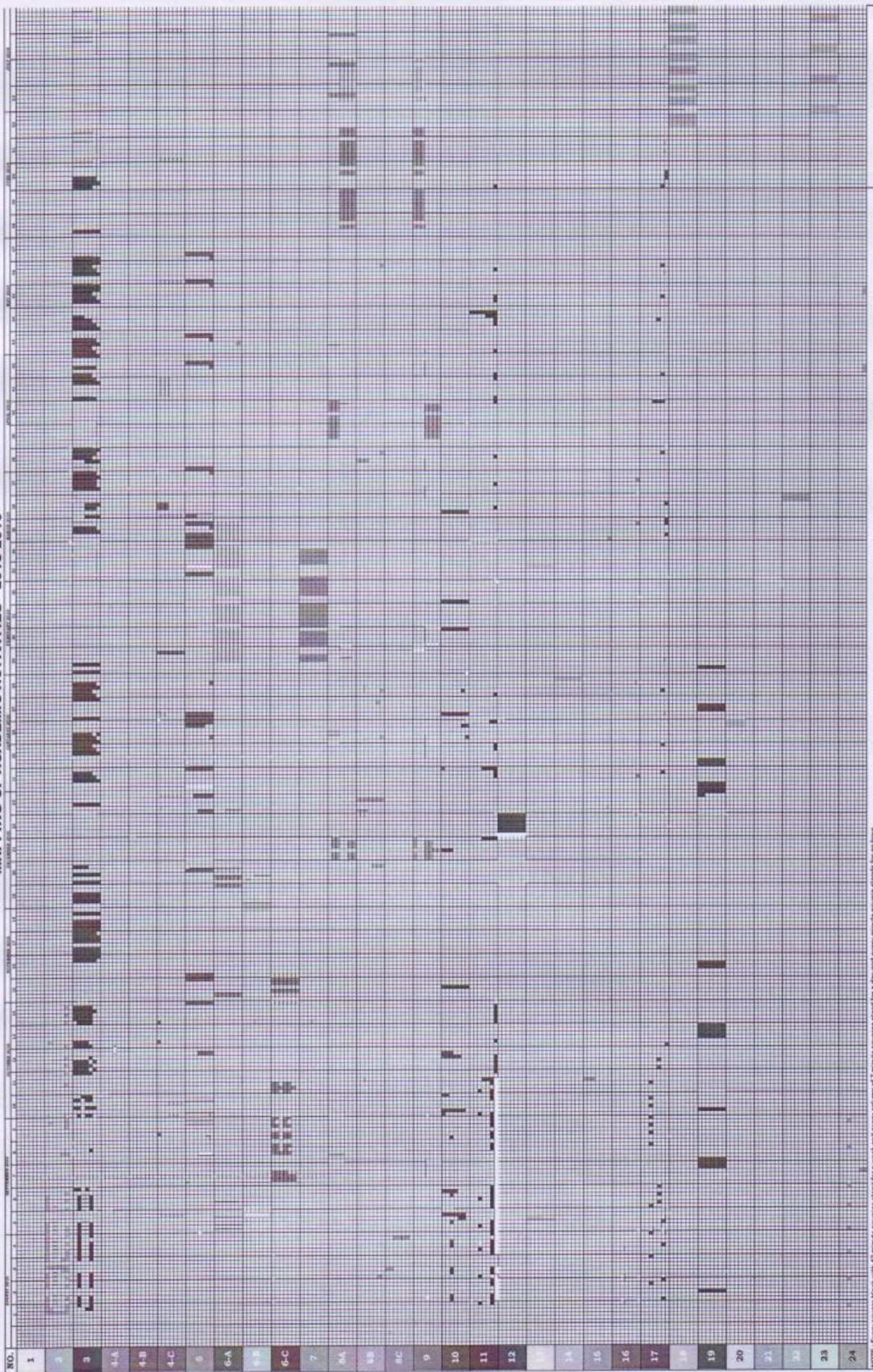
Additional information to be provided by the institution opted for Re-assessment/ Reaccreditation

1. How are the core values of NAAC reflected in the various functions of the institution?
 - The institution makes all the activities purposeful and productive for self-development and consequently for the Stakeholders, Society and for the Nation.
 - The institution Contributes to Foster Global competencies in students
 - Updating the knowledge in ICT and enhancing the usage of modern technology & gadgets has been adopted as a practice of the institution.
 - Value based education is given high priority in every aspect of the programme.
 - We go by Meticulous Planning, Continuous evaluation, Quick remedial Corrections without wasting the resources and Target improvements in an expediential manner and augment the growth through consistent Nurturing.
 - We Keep the Individuals and the Institution abreast of the universal developments through seminars, special lectures, workshops, visits and exposure programmes. Thus establishing a universal network for the participants and exposing them for a better future and an unimagined world.



3. Mapping of Academic Activities

ST. CHARLES COLLEGE OF EDUCATION, MADURAI - 625 006
MAPPING OF ACADEMIC ACTIVITIES - 2015-2016



NOTE: Every square block with the letters B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ.

1. BLACK SQUARE
 2. WHITE SQUARE
 3. LIGHT BLUE SQUARE
 4. LIGHT GREEN SQUARE
 5. LIGHT ORANGE SQUARE
 6. LIGHT PURPLE SQUARE

1. B.A. POLITICAL SCIENCE
 2. B.A. HISTORY
 3. B.A. ENGLISH
 4. B.A. COMMERCE
 5. B.A. ECONOMICS
 6. B.A. EDUCATION
 7. B.A. JOURNALISM AND MASS COMMUNICATION
 8. B.A. POLITICAL SCIENCE
 9. B.A. HISTORY
 10. B.A. ENGLISH
 11. B.A. COMMERCE
 12. B.A. ECONOMICS
 13. B.A. EDUCATION
 14. B.A. JOURNALISM AND MASS COMMUNICATION
 15. B.A. POLITICAL SCIENCE
 16. B.A. HISTORY
 17. B.A. ENGLISH
 18. B.A. COMMERCE
 19. B.A. ECONOMICS
 20. B.A. EDUCATION
 21. B.A. JOURNALISM AND MASS COMMUNICATION
 22. B.A. POLITICAL SCIENCE
 23. B.A. HISTORY
 24. B.A. ENGLISH



4. Declaration by Head of the Institution



ST. CHARLES COLLEGE OF EDUCATION

Accredited with 'B' Grade by NAAC
Thanakkankulam, Thirunagar P.O. Madurai - 625 006, TAMIL NADU
Phone : 0452 2484500

Date: 10.03.2017

DECLARATION BY THE HEAD OF THE INSTITUTION

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

This SAR 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.

Place : Madurai

Date: 10.03.2017

Signature of the Head
of the institution with the seal

PRINCIPAL
ST. CHARLES COLLEGE OF EDUCATION
THANAKANKULAM P. O.
THIRUNAGAR, MADURAI-625 006



Post Accreditation Initiatives

POST ACCREDITATION INITIATIVES

Quality provisions is the prime mandate of St. Charles Education Society and it being a Christian – Catholic Religious Minority Institution, every aspect of the 2-year B.Ed. programme detailing has been mandated. This clearly reflects why St. Charles College of Education has volunteered for Cycle-II Assessment and Accreditation by NAAC.

Quality sustenance and enhancement are its focus since the time of its peer team visit in the year 2011. It has explored innovative practices that have raised its quality in every one of its aspects. It has taken all pains to maintain the standard of values as its ultimate goal, without succumbing to means that counteract the ethics the teacher profession demands.

The faculty and students aspire to acquire that standard which distinguishes them to be people who make a difference by being persons of reflective thinking and dynamic performance. An ethos of learning, serving and sharing with the global community prevails in the campus. Professional development is facilitated through knowledge availed and experience gained by both the educators and the student teachers. Some of those practices are highlighted here.

Teacher professional development in Educational Technology

Educational Technology having become indispensable at every level of education, computer technology has pervaded the field of education to the extent that anyone without the knowledge of it is sure to be listed under outdated rustics. It is therefore an incessant need that the teacher educators are techno-savvy. Sufficient knowledge and training in using computers effectively to carry out the teaching-learning process in the classroom and also being an example to insist the significance of Computer Assisted Learning to the student teachers is a must for a teacher educator.

In the past our teacher educators had some initiation in the usage of computer. They lacked confidence to access it and use it in the teaching-learning process. It was also to be acknowledged that a few lacked even basic knowledge about it when they were inducted into the College as faculties. They could not make any other choice but aspire to acquire the knowledge and skill in ICT by the fastest means possible to which the management responded providing every means. It enabled all the members of the faculty to use the computers with confidence: To search for learning materials which are not available in books that is accessible, to prepare the questions, the mark statement and the rank sheet and make them available in the form of soft copy and to use technological aids to enhance quality in teaching which the experts and peers evaluate and the Principal of the College monitors. Theoretical knowledge and developing the skill in handling the technological equipments was achieved through periodically organized training programmes, courses, seminars, and workshops in ICT. Teacher educators use invariably PPT, video clippings, documentary films etc., to deliver the instructions in the class. SLM prepared by educators are uploaded into the server in the ICT centre for easy access. All the evaluation procedures such as producing question papers, recording the scores, ranking the students etc., are maintained in the computer. All the celebrations and important events organised by the staff and student teachers have always been marked by elaborate use of technology.

Computers in the laboratory, ICT centre, staff room and in the computer lab, *wi-fi* connection 24x7, power supply enabled by generator incase of power failure, server to make possible storing and retrieving easy for students and teachers and printers at the disposal of teachers and students have enhanced the professional strength.

Preparation and Effective Usage of Students' Learning Material (SLM)

Student-centric is the main focus of our institution and is to provide a stress free and learner friendly environment. Special care and attention has been undertaken by the faculty in terms of giving the students learning materials based on their curriculum. As the students have difficulty in collecting relevant materials in some units of study, the faculty prepare SLM to bring about clarity in those particular units. Hence, a project called "Preparation and Effective Usage of SLM" has been initiated to avoid lack of understanding about various concepts, to provide best available educational resources, to create an understanding of the importance of concepts and to enable students learn with interest and stress free.

The material consists of printed / written relevant inputs. It is implemented in core, optional and elective papers. About 28 topics for various subjects have been prepared by our dedicated band of faculty and our students are motivated for the best usage of these materials. The copies of the materials are put under the custody of the Librarian in a special file for students' reference and the same is uploaded in the server of the digital library. The students get the information of the location of the materials from the respective teachers or the catalogue in the ICT entre. The students could download into their laptops through wi-fi connection / directly from the systems in the digi lib/ get hard copies from the library. Our **learning materials** include text and multimedia on all areas of the curriculum. Students use them independently or as part of an in-class lesson, and teachers use them to supplement or replace the textbook. In addition, the ease of electronic communications between an instructor and students, and among students, provides new opportunities for sharing questions, answers, and discussions during a course

Enhancing Sociability and Responsibility

Plagiarism has become a common practice and is adopted by any one in a hurry to present a paper for a journal or submit a Thesis on a topic. It is a with a decision to change this creeping corrupt culture in the higher educational arena we adopted the practice of initiating the students with the guidance of the faculty to follow the procedures of a research but in a way which will help in determining the possibility of conducting the study that will confirm the reliability of existing knowledge and to find the deviation of existing knowledge i.e., to contribute new knowledge in the existing knowledge through genuine research.

It was also to enable the students to come in touch with the realities of the Society and identify research areas, to encourage the study of the issue in question objectively to see the outcome methodically in order to responsibly enter into community engagement, to give the right orientation to the student teachers for research and to give a firsthand experience in collecting data and processing the data.

The faculty with the student teachers identified 5 areas of societal issues of the locality with academic thrusts viz:

- Swachh Bharat Awareness Among Women and its outcome
- Awareness about Natural Food for the Adults of Age Group between 20 to 25.
- Awareness about Blood Donation among the School Students
- Attitude of the Children towards Drunken Parents
- **தொலைக்காட்சி பார்க்கும் தாய்மார்களால் மாணவர்களுக்கு படிப்பில் ஏற்படும் தாக்கம்.** (The impact caused on the studies of the children by mothers' addiction to watching television.)

The data collected was analyzed and the findings are published in a book which is to motivate the teachers, students and the public for reasonable and responsible actions.

Training, skilled teachers for the ‘New-Gen Students’

There is a growing demand for teachers with good communicative English and computer skills in Matriculation Schools, fast increasing CBSE and ICSE Schools. Skills should be part of any teaching programme and it is the skill that makes the teachers innovative and employable.

The institution implemented special courses to train the student teachers with communication and computer skills and to empower our prospective teachers with the necessary skills to be disciplined, efficient and innovative for better job opportunities.

At the commencement of every academic year the student teachers are given short term courses in basic computers skills, communication skill and life skills. During the orientation programme the students’ skill levels particularly in English communication and computers are identified by conducting aptitude tests and are listed for intense training. The students are made aware of the necessity and importance of the skill acquisition and to develop them to a higher level.

- The educator of English Education takes charge of the communication skill classes. Student teachers are trained in loud reading, pronunciation, spoken English and handwriting. Students are provided with audio systems CDs and course books of state board syllabus to facilitate the above. 30 hours are utilized for this short term course which ends with an assessment session.
- Student teachers organize the assembly twice a week with all the features of it in English viz., Song, Reading, Reflection, prayer, Skit/ Story/ / video clippings , thought for the day , News of the day etc.,
- Student teachers take turns to compeer the programme which often is done in English after thorough training given by the educators.
- ‘Orell’ software package uploaded in the server is accessed by the students for independent learning of spoken English. The orientation is given during a technical session by experts.
- During the course of the year experts are invited to further motivate and train the student teachers in specific aspects of the skill focused.

A programme of 6 hours spoken and written English coaching was given by Dr. Kokila Thangasamy on 03-08-2013, an intense coaching in English grammar and identification of common errors in written and spoken English was given by Dr. Raju sj, Arulanandar College, Karumathur, from 26th - 30th Dec 2014.

Two certificate courses were conducted for spoken English by efficient tutors on weekly three hour basis during the year 2014- 2015. From 09-05-2015. To14-05 2015 by Mr Sekar and From 11August 2015 to 28 September 2015.by Mrs. Umamaheshwari from Singapore. Communicative English classes have now been made regular in the third half term of the academic year in the evening hours.

The skills developed go a long way in giving them confidence to prepare and face the internship successfully. Self-learning culture is cultivated. They help themselves in preparing the seminars and assignments. They collect easily the study materials from web sites. They are appreciated for their skillful handling of audio visual classes and are absorbed by the Private Management Schools.

Other Post Accreditation Initiatives taken in perspective of:

- **Teaching learning and research**
 - International level Seminars and publication of compendiums and Journals with ISBN and ISSN codes
 - Time allotment for reasoning and critical thinking exercise
 - Classroom transactions enhanced with digital technology Eg. Interactive board, Computers in the classrooms and audio visual equipments which adapts and are compatible to all latest IT gadgets
 - campus is both wired and **wi-fi** enabled to get seamless broadband internet and Surfing facility is provided at free of cost for hostlers in the block adjacent to the hostel.
 - Reprographic facility has been strengthened by adding a Optical Character Recognition (OCR) enabled Scanner where students are trained to transfer printed content (both educational and informative) to digital content enabling them to save time, money and thus minimizing the paper work.

- **Infrastructure**
 - Added privacy for faculty with in-built cubicles in the staff room
 - 10 additional computers installed in different laboratories
 - Compact canteen in the College premises furnished with instant coffee/ tea maker
 - Indoor play area with gym equipments and Table Tennis court
 - Ramp by the side of the steps to make it disabled friendly
 - Drama and Art room with elaborate PA equipments
 - Placement office fittingly furnished
 - Office room exclusively for Extension Service Committee
 - Games- room to make the play articles at easy reach
 - Aqua purifier with larger capacity
 - Terrace Garden as an innovation experimented and exemplified
 - Vermi compost production for the use of the senior citizens' garden
 - New hostel with all facilities in-built and with provision of inverter
 - Special badminton court adjacent to the hostel
 - Addition of 2000 books in the library, an added system solely for students' browsing, 4 additional cupboards (one of them donated by alumni)

- **Excellence in extra Curricular activities**
 - Prize winning participation of students in the intercollegiate competitions at Zonal and State level Sports Meet is in every annual record
 - Dynamic participation in the week long Citizenship Training Camp and colourful organization of 7 days of Talent competition for the selection of Miss Carolina award and other celebrations to mark the national days

- **Strong bond between Alumni and Alma Mater:** Our interaction with the Alumni has become frequent in the last 5 years and they connect the new graduates, current students and their Alma Mater with amazing opportunities, from hard-to-find internships to job openings not posted to the general public. A platform for connecting alumni with career-specific concerns through databases is available at Alumni Mentor's desk. Alumni serve as mentors and guide helping our students learn the ropes and understand what it takes to be successful.

- **Academic Performance**

The students have made distinct record in academic performance which has been steadily reflected in the results.

| Sl.No. | year | Pass % | % of the College Topper | % of the Lowest Rank Holder |
|--------|---------|--------|-------------------------|-----------------------------|
| 1 | 2010-11 | 96 | 85 | 59 |
| 2 | 2011-12 | 93 | 86 | 66 |
| 3 | 2012-13 | 91 | 84 | 61 |
| 4 | 2013-14 | 97 | 84 | 67 |
| 5 | 2014-15 | 95 | 86 | 61 |

The impetus given by the peer team visit of NAAC in 2011 has effected enormous changes in the practice of the institution that have augmented, the student welfare, teachers' development, alumni-Alma Mater bond, extension services, in all a overall development of the institution in its quality.