SELF STUDY REPORT

THIAGARAJAR COLLEGE OF PRECEPTORS

MADURAI – 625 009.

TAMILNADU

கல்வியே செல்வம்

SUBMITTED

TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

FOR

ASSESSMENT AND RE-ACCREDITATION

MARCH 2017

Dr. M. Maruthavanan   **Dr. V.RAJAYOKIAM**
CO-ORDINATOR   **PRINCIPAL**

INTRODUCTION

It gives us great pleasure to present this self-study report of our college to the National Assessment Council for reaccreditation.

It is our sincere attempt to prepare the report very objectively and exactly on the guidelines formulated by the NAAC.

It is our deep belief that to get re-accreditation from an esteemed body like NAAC is a matter of pride and will improve the quality of our institution. We have presented our strengths, at the same time we are equally aware of the areas that need further improvements.

We always like to march towards the goal for which the assessment by NAAC will be highly helpful.

Dr. M. Maruthavanan   **Dr. V.RAJAYOKIAM**
CO-ORDINATOR   **PRINCIPAL**

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SELF APPRAISAL REPORT
SELF – ANALYSIS

PART I – INSTITUIONAL DATA

PART A – PROFILE OF THE INSTITUION

PART – A
Profile of the Institution

1. Name and address of the institution: Thiagarajar College of Preceptors,
3, Teppakulam,
Madurai-625 009.

2. **Website URL**   :   http://www.tcp.ac.in

3. **For communication:**

Office

Name	Telephone Number with STD Code	E-Mail Address
Head/Principal	0452-2311682	tcpmadurai9@gmail.com
Vice-Principal	-	-
Self - appraisal Co-Ordinator	0452-2311682	tcpmadurai9@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal		9789103737
Vice-Principal		--
Self - appraisal Co-ordinator		9994592227

4. Location of the Institution:

Urban   [√] Semi-urban [ ]   Rural [ ]   Tribal [ ]

Any other (specify and indicate) [ ]

5. Campus area in acres: [1.57]

6. Is it a recognized minority institution?   Yes [ ]   No [√]

7. Date of establishment of the institution:
   Month & Year

MM	YYYY
06	1956

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

Tamilnadu Teachers Education
University, Chennai.

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

Month & Year

2f

MM	YYYY
05	1988

Month & Year

12B

MM	YYYY
05	1988

10. Type of Institution

a. By funding

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

b. By Gender

i. Only for Men	☐
ii. Only for Women	☐
iii. Co-education	✓

8

c. By Nature

    i. University Dept. ☐

    ii. IASE ☐

    iii. Autonomous College ☐

    iv. Affiliated College ☑

    v. Constituent College ☐

    vi. Dept. of Education of Composite ☐
        College

    vii. CTE ☐

    Viii. Any other (specify and indicate) ☐

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

Yes   √   No   ☐

If yes, has the institution applied for autonomy?

Yes   ☐   No   √

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	B.A/B.Sc/ CA/ M.Com/Eng.	Degree	2 yr	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

NCTE Recognition Year	Order No	Sanctioned intake
2014 - 2015	F.SRO/NCTE/APS09597/B.Ed-AI/TN/2014-15/62893	200
2015-2016	F.SRO/NCTE/B.Ed/TN/2015-16/65960	200

PART – B

CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision

| Yes | √ | No | |

Mission

| Yes | √ | No | |

Values

| Yes | √ | No | |

Objectives

| Yes | √ | No | |

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

If yes,

| Yes | √ | No | |

a) How many programmes?

| One |

b) Fee charged per programme

| Rs.46,500/- |

2. Are there programmes with semester system

| No |

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

| Yes | √ | No | |

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

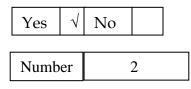| One |

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

D.Ed.

| - |

B.Ed.-

| 8 |

M.Ed. (Full Time)

| - |

M.Ed. (Part Time)

| - |

Any other (specify and indicate)
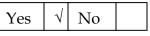
5. Are there Programmes offered in modular form

Yes	√	No	

Number	2

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

Yes	√	No	

Number	One

7. Are there Programmes with faculty exchange / visiting faculty

Yes	√	No	

Number	3

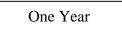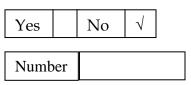**8. Is there any mechanism to obtain feedback on the curricular aspects from the**

- Heads of practice teaching schools

Yes	√	No	

- Academic peers

Yes	√	No	

- Alumni/PTA

Yes	√	No	

- Students

Yes	√	No	

- Employers

Yes	√	No	

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

One Year

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

Yes		No	√

Number	

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

Yes	√	No	

Numbe	Two

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

Yes | √ | No | |

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

Yes | √ | No | |

CRITERION II

TEACHING-LEARNING AND EVALUATION

1. **How are students selected for admission into various courses?**
   a) Through an entrance test developed by the institution (for additional intake)   √

   b) Common entrance test conducted by the   x

   University/Government

   c) Through an interview (for additional intake)   √

   d) Entrance test and interview(For Additional Intake)   √

   e) Merit at the qualifying examination   √

   f) Any other (Single window system for aided section)   √

   (If more than one method is followed, kindly specify the weightages)
   g) Weightage for each:(For Additional Intake)

Written test	100
Interview	50
Qualifying	Mark secured
NCC/NSS/Sports	2
Higher Studies (PG-2mark. M.Phil-1)mark	3

2. **Furnish the following information (for the previous academic year):**
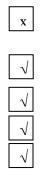   a) Date of start of the academic year

Aided	Additional Intake
01.10.15	15.07.15

   b) Date of last admission

Aided	Additional Intake
11.11.15	05.10.15

   c) Date of closing of the academic year

   08.06.16

   d) Total teaching days

   180

   e) Total working days

   200

14

3. Total number of students admitted

Programme	Number of students			Community							
	M	F	Total	SC		ST		OBC		OC	
				M	F	M	F	M	F	M	F
D.Ed.	-	-	-	-	-	-	-	-	-	-	-
B.Ed. (Aided)	20	76	96	5	16	-	1	-	-	1	-
B.Ed (AI)	12	87	99	-	4	1	1	11	82	1	1
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

If yes, how many?

Yes		No	√

Nil

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

Aided	Additional Intake
Rs.12,083/-	Rs.19,170/-

b) Unit cost including salary component

Aided	Additional Intake
Rs.1,05,071/-	Rs.28,180/-

*(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**

B.Ed.Programme   - Additional Intake

Subject	Highest (%)	Lowest (%)
English	88.70	51.00
Maths	91.50	52.00
Physical Science	89.00	54.20
Bio Science	73.68	55.00
Computer Science	79.55	57.10
Commerce	71.70	58.60

B.Ed. Programme   - Aided

Subject	Highest (%)	Lowest (%)
Tamil	75.06	67.37
English	67.00	49.15
Maths	94.56	80.00
Physical Science	89.00	70.00
Bio Science	83.40	64.00
Commerce	65.00	53.00
History	69.90	63.00

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

Yes   √   No   ☐

8. **Does the institution develop its academic calendar?**

Yes   √   No   ☐

9. **Time allotted (in percentage)**

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	60	13.33	16.66
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

      a) Number of pre-practice teaching days

2	1

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

-	6

11. Practice Teaching at School

      a) Number of schools identified for practice teaching

1	9

      b) Total number of practice teaching days

4	0

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

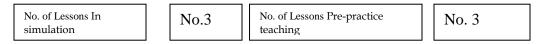| 4	0

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

No. of Lessons In simulation	No.3	No. of Lessons Pre-practice teaching	No. 3

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes | √ | No | |

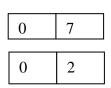**14. Does the institution provide for continuous evaluation?**

Yes | √ | No | |

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

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

16. Examinations

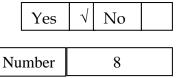   a) Number of sessional tests held for each paper

0	7

       b) Number of assignments for each paper

0	2

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
LCD, Interactive board	√	

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

Yes	√	No	

Number	8

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

Yes	√	No	

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

Compulsory   [ ]   Optional   [√]

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

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

Number	3	Percentage	18.75

2. **Does the Institution have ongoing research projects?**

Yes		No	✔

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

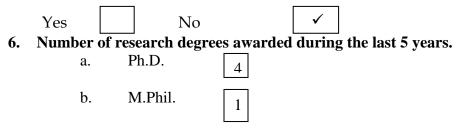| Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

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

Nil

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 | X |

   ○   Teachers are provided with seed money | ✔ |

   ○   Adjustment in teaching schedule | ✔ |

   ○   Providing secretarial support and other facilities | ✔ |

   ○   Any other specify and indicate | - |

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

   Yes | | No | ✔ |

6. **Number of research degrees awarded during the last 5 years.**
   a.   Ph.D. | 4 |

   b.   M.Phil. | 1 |

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	✓		5
National journals – referred papers Non referred papers	✓		7
Academic articles in reputed magazines/news papers			
Books	✓		3
Any other (specify and indicate)	✓		3

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

Yes		No	✓

Number	

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

	Faculty	Students
National seminars	37	-
International seminars	24	-
Any other academic forum	15	-

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

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Any other (specify and indicate)	
Question bank	✓

Course plan ✓
Software for Objective Type Questions ✓

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

Yes ✓   No [ ]

If yes, indicate the nature of the post.

Full-time [ ]   Part-time [ ]   Additional charge ✓

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

Yes [ ]   No ✓

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

Yes ✓   No [ ]

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

1

16. Does the institution provide consultancy services?

Yes ✓   No [ ]

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

-

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

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

CRITERION IV
INFRASTRUCTURE AND LEARNING RESOURCES

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

   4939.886

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

a)	Methods lab	Yes ✓	No ☐
b)	Psychology lab	Yes ✓	No ☐
c)	Science Lab(s)	Yes ✓	No ☐
d)	Education Technology lab	Yes ✓	No ☐
e)	Computer lab	Yes ✓	No ☐
f)	Workshop for preparing teaching aids	Yes ✓	No ☐

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

   105

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

   One lakh

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

   Rs.48318/-

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

   Rs.1,18,704/-

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

   4 Lakhs

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

Yes ☑ No ☐

9. Total number of posts sanctioned

Teaching | 11

Non-teaching | 10

10. Total number of posts vacant Teaching | 8

Non-teaching | 6

11. a. Number of regular and permanent teachers

	OC		SC/ST		MBC		BC	
	M	F	M	F	M	F	M	F
Additional Intake	1	-	-	1	1	-	1	5
Aided	-	-	-	-	1	2	3	-

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

M	F
1	0

c. Number of teachers from same state | 16 |

Other states | Nil |

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

Permanent

	OC		SC/ST		MBC		BC	
	M	F	M	F	M	F	M	F
Permanent	-	-	2	-	-	-	2	-
Temporary	-	-	-	-	-	1	-	-

b. Technical Assistants

	M	F
Permanent	-	1
Temporary	-	-

14. Ratio of Teaching – non-teaching staff

1: 2.7

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

Aided

89.27

Additional Intake

19.01

16. Is there an advisory committee for the library?

Yes | ✓ | No | |

17. Working hours of the Library

On working days | 8.45 AM to 5.45 AM |

On holidays | - |

During examinations | 8.45 AM to 5.45 AM |

18. Does the library have an Open access facility

| Yes | ✓ | No | |

19. Total collection of the following in the library | 17502

    a. Books | -

       - Textbooks

       - Reference books | 12477

    b. Magazines | 2

    e. Journals subscribed

       - Indian journals | 25

       - Foreign journals | -

    f. Peer reviewed journals | -

    g. Back volumes of journals | 365

    h. E-information resources

       - Online journals/e-journals | -

       - CDs/ DVDs | 137

       - Databases | -

       - Video Cassettes | -

       - Audio Cassettes | 22

       -Book Bank Books | 450

20. Mention the

    Total carpet area of the Library (in sq. mts.) | 226.39

    Seating capacity of the Reading room | 75.46

    Seating capacity of Inside Library | 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	✔
Inter-library borrowing	X
Power back up	✔
User orientation /information literacy	✔
Any other (please specify and indicate)	✔
DVDs	✔

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 — 110

Maximum number of days books are permitted to be retained

by students — 15

by faculty — One academic Year

Maximum number of books permitted for issue

for students — 2

	for faculty	No Limit

Average number of users who visited/consulted per month 1200

Ratio of library books (excluding textbooks and book bank

Facility) to the number of students enrolled 1:90

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

5.68%

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

	2013 – 2014		2014 – 2015		2015 - 2016	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Books	586	139478	118	67689	230	121377
Journals/ Periodicals	20*	10520	17*	95350	18*	8721
Delnet / Inflibnet		16500		16500		5000
(Additional rows/columns may be inserted as per requirement)						

School Text books are got free of cost.

* already subscribed journals.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

1. **Programme wise "dropout rate" for the last three batches**

Programmes	2013-14	2014-15	2015-16
D.Ed.	-	-	-
B.Ed.	4	5	17
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	√	No	

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

12

3. **Does the institution offer Remedial instruction?**

Yes	√	No	

4. **Does the institution offer Bridge courses?**

Yes	√	No	

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

B.Ed.	2013-14	2014-15	2015-16
Pass percentage	97.98	99.49	96.15
Number of first classes	47	25	43
Number of distinctions	129	174	128
Exemplary performances (Gold Medal and	-	-	-

university ranks)			

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

	2013-14	2014-15	2015-16
NET	-	1	-
SLET/SET	1	-	1
Any other (specify and indicate)	-	-	-

We do not have a track.

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

Financial Aid	2013-14			2014-15			2015-16		
	BC	MBC	SC	BC	MBC	SC	BC	MBC	SC
District BC , MW & ADW	25	14	29	25	18	33	31	14	21
Fair & lovely women empowerment	-	-	-	-	-	-	-	-	-
Physically Challenged-OC		-			-			-	
Fee concession - SC		-			-			-	
Loan facilities		-			-			-	

(Additional rows may be inserted as per requirement)

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

Yes		No	√

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	√

Non-teaching staff

Yes		No	√

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

Yes		No	√

If yes, number of students residing in hostels

Men | - |

Women | - |

11. Does the institution provide indoor and outdoor sports facilities?
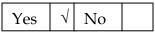
Sports fields	Yes	√	No	
Indoor sports facilities	Yes	√	No	
Gymnasium	Yes		No	√

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men

Yes	√	No	

14. Is there transport facility available?

Yes		No	√

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

Yes	√	No	

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	√	-	√	-	2
Inter-university	-	-	-	√	-	2
National	-	-	-	-	-	-
Cultural day	√	-	1	-	-	-
Citizenship camp	-	√	-	-	-	-

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	4	3
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2004

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	28	37	22
Employment (Total) (Private + Govt.)	72	63	78
Teaching	72	63	78
Non teaching	-	-	-

23. Is there a placement cell in the institution?

Yes   √   No

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

2012-13	2013-14	2014-15
141	110	150

24. Does the institution provide the following guidance and counselling services to students?   Yes   No

- Academic guidance and Counseling   √
- Personal Counseling   √
- Career Counseling   √

CRITERION VI

GOVERNANCE AND LEADERSHIP

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

   Yes | √ | No | |

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

Governing Body/management	1
Staff council	3
IQAC/or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	5

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

   Loan facility

   Medical assistance

   Insurance

Yes	√	No	
Yes	√	No	
Yes	√	No	

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

-	-	1

5. **Furnish the following details for the past three years**

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

Nil

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

National

-	-	-

International

-	-	-

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

0	0	7

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

Teaching- learning, Assessment, etc. organised by the institution

0	1	7

e. Research development programmes attended by the faculty

-	-	1

f. Invited/endowment lectures at the institution

13

Any other area (specify the programme and indicate)

Software for Objective type of questions test online   ✓

 ISO Practices   ✓

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

a. Self-appraisal

Yes	√	No	

b. Student assessment of faculty performance

Yes	√	No	

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

2 Hours

8. **Provide the income received under various heads of the account by the institution for previous academic session (In lakhs)**

Grant-in-aid	89.27
Fees	0.74
Donation	-

Self-funded courses	-
Additional Intake	83.06
	-

UGC Grant	
Other Programmes	-

9. **Expenditure statement (for last two years) Management Account**

	2014-15	2015-16
Total sanctioned Budget	78.52	260.57
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals		
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water		
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.		
% spent on travel		
Student activities		
Advertisement etc.		
Total expenditure incurred		

10. **Expenditure statement (for last two years)**

	2014-15	2015-16
Total sanctioned Budget		
% spent on the salary of faculty	20.43	22.99
% spent on the salary of non-teaching employees		
% spent on books and journals	0.70*	0.28*
% spent on developmental activities (expansion of building)	18.97	95.54
% spent on telephone, electricity and water	1.54	1.82
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.51	4.5
% spent on maintenance of equipment, teaching aids, contingency etc.	3.08	0.54
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel	0.24	0.49
Student activities	4.44	4.56
Advertisement etc.	2.4	0.81
Total expenditure incurred		

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.
-	1,32,000
-	54,000
17,04,133	-

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/	Yes	✓	No
Assessment	Yes	✓	No

Instructions	Yes	✓	No

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

Yes ✓   No ☐

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

Yes ✓   No ☐

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

Yes ✓   No ☐

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

Yes ✓   No ☐

18. Is a grievance redressal mechanism in vogue in the institution?
   a) for teachers ✓
   b) for students ✓
   ✓

c) for non - teaching staff

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

Yes ☐   No ☑

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

Yes ☑   No ☐

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

Yes ☑   No ☐

Criterion VII

INNOVATIVE PRACTICES

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

Yes ☑   No ☐

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

11   Yes ☑   No ☐

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

	Category	Men	%	Women	%
a	SC	1	3.6	22	12.78
b	ST	-	-	-	-
c	OBC	19	67.86	125	72.67
d	Physically challenged	1	3.6	-	-
e	General Category	7	25.0	24	13.95
f	Rural	12	12	71	41.28
g	Urban	16	42.86	101	58.72
h	Any other	-	57.14	-	-

	Category	Teaching staff	%	Non-teaching staff	%
	(specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	4.8	2	33.33
b	ST	-	-	-	-
c	OBC	13	61.9	3	50
d	Women	6	28.5	1	16.67
e	Physically challenged	-	-	-	-
f	General Category	1	4.8	-	-
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	
	2014-15	2015-16	2014-15	2015-16
SC	21	25	21	Pursuing the course
ST	-	1	-	
OBC	137	166	137	
Physically challenged	4	1	4	
General Category	28	3	28	
Rural	105	110	105	
Urban	85	86	85	
Any other (specify)	-	-	-	

PREFACE

Thiagarajar College of Preceptors, a college of education was founded in 1956 by the charitable trust called Thiagesar Trust created by Thiru.Karamuttu Thiagarajar Chettiar and his sons Thiru Karumuttu.T.Sundaram Chettiar and Thiru Karummuttu T.Manickavasagam Chettiar in a serene environment. Presently this institution is managed by Manickavasagam Charitable Foundation.

.   The College is situated in the eastern part of Madurai, on the western side of the famous Mariamman Teppakulam placed amongst a cluster of reputed educational institutions, namely, Thiagarajar College on the north, Kids Play School on the east, Thiagarajar Model Higher Secondary School on the south, Sri Meenakshi Sundareshwarar Girls Higher Secondary School on the south and Sourashtra Girls Higher Secondary School nearby. (College location-Appendix 39)

Three secretaries had administered the college namely Thiru. Karumuttu T.Manickavasagam Chettiar,Thiru Karumuttu T.Sundaram Chettiar and Dr.Mrs.Radha Thiagarajan since its inception. At present Thiru. Manickam Ramaswami is administering the

college. Significant contributions were made for the development of the institution by the four principals. (College administration and management –Appendix 40)

The College is managed by the trust and secretary. The College Council consists of the Principal as Ex-officio President and all teachers as members. Every year the council elects its own secretary and joint-secretary. The functions of the council are advisory in nature.

The B.Ed course was started in June 1956 with a strength of 60 students which reached 100 the next year. The same strength was maintained till 2008-2009. From August 2010 onwards the strength increased to 200 as NCTE gave recognition for an additional intake of 100 students. The M.Ed and M.Phil courses were started in 1989 and 1995 respectively. The NCTE regulations insisted on the establishment of a separate department with one Reader and two Lecturers exclusively for M.Ed. Hence, the M Ed course was discontinued from 2000 onwards while the M.Phil course continued till 2002.

Initially, till 1961-1962 Science methodology course was handled as a single subject and during 1962 -1964 it was bifurcated into Natural Science and Physical Science and then again only Physical Science. From 1996 the subjects namely Biological science and Commerce were introduced as optional subjects. At present, the college provides the methodology courses namely Tamil, English, Mathematics, Physical Science, Biological Science, History, Computer Science and Commerce. The Computer science course was added to the existing seven optional subjects College got recognition from NCTE for an additional intake of 100. From the year 2009-09 our college is affiliated to Tamilnadu Teachers Education University, Chennai.

The teaching faculty constitutes 14 members who handle methodology courses and core subjects, physical education , arts and craft and library science. Eight staff members are working in the non-teaching category

The College has rendered service to the community through the Extension Department, Social Service League, Adult education centres (10) and National Social Service. At present the extension activities are focused on students' tutoring progamme, Placement service and Guidance and Counselling service. The Village Adoption Programme is very actively functioning in planning and implementing outreach programmes for villagers especially for women.

The college had the privilege the visits of many noteworthy eminent personalities like Shri K.Kamaraj, Shri.C.Subramanian, Shri.V.V.Giri and the officials from the department of Education at National and State level.

The annual features of the college are the celebration of Founder's day and T.Manickavasagan chettiar memorial day with lectures and community service programmes, blood donation camps and eye camps. Other activities are Conduct of rural school science programme, vocational training for women, AIDS awareness programme, placement services, CT camp, Value Education Programme, Mental Health Training Programme etc.

Since the day of the inception, the pass percentage has been above 60% e. In most of the years, the pass percentage is above 90%. There is a constant progression in the pass percentage and number of first classes from the year 1999 onwards.

For every subject, secretary and joint secretary are elected for the conduct of association activities under the guidance of a staff member as Vice President.

The college has received ISO 9001:2008 certification in the year 2010 and has been practising sincerely.

The mission of the institution is reflected right from the admission till the evaluation crossing through the stages like appointment, curriculum transaction, research activities, extension works, extra and co-curricular activities, student support services, community involvement. Every member of this institution is committed to the task in all aspects.

The Management, the teaching and non-teaching staff are very much interested in getting feedback and suggestions from every member of NAAC steering committee for the welfare of the institution individuals and community.

The management's support and principal's guidance are quite valuable in the completion of this report. All the staff members involved themselves in contributing the necessary data. Principal Dr.Smt L.Saraswathi and Sri.V.Rajayokiam Assistant Professor of English held periodic meetings. After initial discussion with the staff members, each member was assigned the task of pooling the data pertaining to the criteria specified. After periodic review and the necessary modifications the computerization was carried out and thus report was prepared. Suggestions and recommendations made out by the accreditation team in the year 2006 had been carried out in re-accreditation process.

The Management and the staff are sure that the reaccredidation will   strengthen our strong points still more and to mend the weak points.

<center>***********</center>

CRITERION I

CURRICULAR ASPECTS

1.1 Design and Development

1.1.1. State the objectives of the institution and the major consideration addressed by them? (Intellectual, academic, training, access to the disadvantaged, equity, self development, community and national development, issue of ecology and environment, value orientation, employment, global trends and demands, etc.)

The following are the objectives of our institution:

- Giving Competency Based Education and Training to the students

- Maintaining Continual Improvement in academic aspect

- Involving faculty and support staff in all activities

- Upgrading the competencies of faculty and support staff

- Involving students totally

- Utilising resources to the optimum extent

- Interacting with other institutions

The institution has formulated the above mentioned objectives by considering the personal and intellectual development of the student teachers and the total involvement of student teacher in community and academic related activities like setting the target, for continual improvement, providing facilities for need based training, preparing student teachers for suitable job at local and national levels, utilising human and material resources of the institution and of the community to the optimum extent , interacting with other institutions of intellectual exchange programmes, placement and imbibing values.

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

Curriculum is framed by the affiliated university ie., Tamilnadu Teachers Education University, Chennai. At the request of the university, our staff members had contributed their ideas in the revision of the curriculum.(Appendix 1) In the process of evaluation, practical components and internal assessment play a major role. The unit test is conducted periodically for the assessment of the students. We make the students to prepare record notes and teaching aids for practical components.Question bank and course materials are prepared by staff for every subject. Feedback is collected from the students, parents, teachers, academic experts and alumni either orally or through forms and the suggestions are used in implementing the curriculum.

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

In the present scenario to meet out the global needs in education, NCTE has extended the duration of the B.Ed course from one year to two years.

Based on the new curriculum the teacher education stresses the use of modern technology like internet, webbased learning, e-learning, e-content, blended learning, collaborative learning, MOOCS and training in handling technological equipment.

Further the global trends are mostly reflected in the syllabus of Two year B.Ed programme as given below:-

In paper 1 "Contemporary of India and Education" consists of 10 units. Unit 10 includes impact of Globalisation, Liberalization and Privatization (LPG) on education, lifelong learning and online education.

This era focuses mainly on communication system where technology takes a main role. Students should be equipped with computer knowledge and skilled to face the challenges of the world. To meet this need, in the practical component of the course EPC3:" Critical understanding of Information and Communication Technology (ICT)." There are topics dealing with ICT tools such as computer, laptop/internet, interactive white board, Tablet, PC, ipad, iphone, digital camera, multimedia equipments, skype and video conferencing. The aim of this course is to enhance the professional capacities of a student teacher in integrating ICTs effective teaching and learning in a classroom. In this paper covering the areas of website based learning, preparing power point presentations, lesson using interactive white board and creating educational blogs for individual (group students for sharing and learning articles /class notes) assignments.

In the second year, there is an one core paper "Creating an Inclusive School". The entire core paper is meant for concept of disability and contributions of national and international agencies to inclusive education.

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

The curriculum framed by Tamilnadu Teachers Education University has included one optional paper "Environmental Education". This subject covers concepts related to natural resources, problems and solutions, international efforts for Environmental Protection, Management and Protection of Environment and Environmental Education.

Further under extension activities, Environmental Awareness Programme is organised in collaboration with an N.G.O like Dhan foundation.

To implement the environmental awareness programme on the danger of using plastics, motivating lectures on environmental cleanliness sensitivity and talks on global warming are organised. CT camp and five days training camp are also organised in which environmental awareness and renewal of the waste find an important place.

In the syllabus, core paper - 2 mainly deals with values of one unit is exclusively meant for social values of the teachers. Further, the college has set the vision and mission based on values; Maximum emphasis is given to execute the curriculum imbibing embedded values. All

students write examinations conducted by "Vivekanandha Kendra" and many participate in the "Youth Personality Development Camp" at kanyakumari. The college is very particular to conduct the prayer, punctuality, discipline and transparency among students and staff.

Conducting assembly is part of the college activities (Photo-1). The day starts with assembly in which prayer is conducted in the assembly ground. The prayer includes college prayer, Tamizhthai vaazthu, taking pledge, kural recitation with explanation, news reading, thought for the day, instruction to the students and National Anthem.

According to the need of the world, the curriculum has a great bearing on ICT. The curriculum includes the concept of ICT in many subjects.

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

All staff members have computerised course materials, students' marks, assignment topics, seminar topics, attendance, syllabus completion certificate and record works of the students. Lesson plans are written and computerised weekly by the concerned staff. Workload is also prepared with the help of computer. Examination time table, teaching practice time table, senior teachers demonstration classes, result analysis etc., are all done through computers.

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?

Pre–practice training is given to student teachers through micro teaching, link lesson, recording observation, teaching in model school and simulated teaching with teaching competency rating scale. Feedback is given by the teacher educators. The demonstration classes of about 10 teachers from different schools in each subject give a rich experience of observing different methods, different ways of handling the classes, using facilities to the maximum extent and appropriate using of teaching aids etc., The workshop is organized for the student teachers to prepare teaching aids. During teaching practice feedback is also given by teacher educators and guide teachers. Every student is given the opportunity of presenting seminar and association meeting. Special lectures and guest lectures are arranged to get the experience of the experts. (Appendix-2)

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 campus and in the field?

For implementing the curriculum different time tables are framed based on the requirement availability of the staff and school activities. Before teaching practice time tables are framed for content study, micro teaching, lesson plan writing, observation of senior teacher's classes and the model classes of teacher educators, simulated teaching, teaching in model school, case study, psychology experiments, life skill classes, test and measurement and workshop in preparing teaching aids.

The timetable for teaching practice and supervision by teacher educators are framed. After the completion of teaching practice, timetable is framed for teaching the subjects and carrying out the activities like library, arts and craft works, language laboratory, using interactive board, student tutoring and computer science lab. In between the regular timetable, specifically required timetable is framed as and when required for tests and examinations, citizenship camp, value education class, eye camp, remedial classes, Communicative English Programme, visit to the physically and mentally challenged people.(Appendix-3)

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communiction skills (verbal and written), ICT skills, community orientation, social responsibility etc.,

For developing	:	Communicative English Programme,
Communicative Skill	:	Readers club activities
For developing ICT skills	:	Computer education classes, Website downloaded content presentation, Project on Test and Measurement and Seminar presentation.
For Life Skills	:	Stress coping, Women Empowerment, Positive Thinking, Time Management Emotional Intelligence, Self-Motivation, Transaction Analysis and Communication Skills.
For Community	:	Extension Activities:
Orientation	:	Health and Hygenic Eye camp, Blood donation awareness talk, Eye donation awarness camp, Health and Nutrition awareness programme.

For Social Responsiblities   :   Citizenship camp activities:
lecture on national days,
lecture on first aid, demo on first Aid,
lecture on communicable
diseases and prevention, role of
Good citizen, personal hygiene
yoga and physical exercise,
model parliament, first aid,
lecture on blood donation,
lecture on leadership qualities, traffic rules,
demo on craft work, fire fighting
lecture on anti-corruption.

For Value Education   :   Pongal day celebration, AIDS awareness,
cultural programme by student teachers,
madurai marathon on water conservation,
personality development camp,
environmental awareness,
new year celebration,
Red Ribbon Club(RRC)/AIDS,
awareness/panel discussion,
Yoga and meditation,
workshop on environmental education,
screening of a film on
"Regina" and AIDS awareness movie,
human rights mental health for teachers
and value education programme.

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

(i) Interdisciplinary:

The application of the core subjects provide theoretical basis for the teaching of optional subjects. The concepts included in these subjects are used in teaching other subjects.

The theoretical aspects like micro teaching and demonstration classes are carried out by all staff members in team-teaching approach which is Interdisciplinary in nature. The statistical parts of optional subjects (Test and measurement) are taught to all the student teachers by the teacher educators, who are experts in the specified areas.

Syallabus are purely interdisciplinary in nature.   All optional subjects deal by teacher educator who is expert in this area. The optional subjects included the applications of psychology like teaching methods, handling slow learners, high achievers and application of the theories of Piaget and Brune. All student teachers have to prepare programme learning material frames which are taught in core paper.

Educational Technology is included   in all optional subjects and so taught in an integrated manner.

(ii) **Multi-Skill Development**

Student teachers organize association activities, present papers in seminars, involve themselves in   physical   education, extension   activities, organising association activities, develop social skills, leadership skills, presentation skill, communicative skill and ICT skills. Extension activities develop social skills, personal skills, leadership skills and readers club Communicative English classes develop language skills. CT camp develops democratic skills.

(iii) **Inclusive Education**

For visually challenged, special care is given. Emphasis on oral instructions is followed in classroom teaching. Exemptions are provided from certain practicals and excercises. Scribes are arranged for writing tests/examinations and assistance is given to get scholarship for them.

(iv) **Practice Teaching**

The curriculum emphasises pre-teaching and practice teaching. Student teachers have to carry out activities and maintain records like microteaching, observation, demonstration, lesson plan, case study, action research and psychology experiments. They are given inputs for life skills .

As per latest syllabus framed by Tamilnadu Teachers Education University, the student teachers attend teaching practice for 4 weeks in 1st year and 16 weeks in 2nd year completing 30 lessons in each level, carrying out action research, conducting achievement test, psychology practicals and physical education related activities. (Appendix-4)

(v)   **School Experience / Internship**

Intensive teaching practice is for 4 weeks in 1st year and 16 weeks for 2nd year. Student teachers have to complete 30 lessons in each level, complete achievement test, school visit, record exercise, psychology practical, action research, physical education and so on.

Student teachers remain in the school allotted for the specific dates in the working hours of the school. They involve themselves in invigilation work, school functions, preparing students in competitions etc. Unless it is essential they cannot avail leave, the permission has to be obtained from the school and college.

Before practice teaching, two days are meant for teaching in model school and two or three days are allocated to observe senior teacher classes after the school hours. Student teachers tutor economically weak and academically backward students in our Model Hr. Sec school on the prescribed working days. (Appendix-5)

(vi) Work Experience/SUPW

SUPW activities are taken during the activity period, that is, in the last hour. Student teachers prepare files, covers, product from ice cream sticks etc. Art and Craft instructor is assisting student teachers in these activities. Student teachers make use of the tools available in the SUPW workshop/laboratory to prepare the articles.(Appendix-6)

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?

At the end of the academic year feedback of staff is collected from the srudent teachers. Feedback is also collected from the parents during PTA meeting. Principal as well as staff observe the classes of peers and give feedback. Student teachers observe their peers record notebooks for further development.

Teacher educators, Heads of institution and guide teachers give feedback on the performance of student teachers during teaching practice. Evaluation of teacher educators on all practical work constitutes a good systematic feedback.

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

The feedback is given by student teachers about staff are scrutinized by the management and suggestions for improvement are offered. The feedback given by parents in PTA meeting are also analysed. Important suggestions are implemented like organising communicative English classes, preparatory hours for model examination and organising career counselling cell.

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

The principal is a member of board of studies for B.Ed and M.Ed curriculum of Tamilnadu Teachers Education University, Chennai and contributed for the preparation of course. Members of board of studies have given valuable suggestions for revision of syllabus in board of studies meeting held in Chennai, and also sent timely suggestions and feedback regarding curriculum to Tamilnadu Teachers Education University, Chennai.

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 satisfactions ? (provide details of only the major changes in the content that have been made)

All B.Ed colleges of Tamilnadu are affiliated to the common university called Tamilnadu Teachers Education University,Chennai. As per NCTE norms, duration of B.Ed course has changed from one year to two years throughout the country. As per NCTE norms, the university framed the new syllabus in 2015-2016 to cater to the needs of two years B.Ed course and this

was also revised in the year 2016-2017. The changes are given below. The changes carried out in the new syllabus 2016-2017 after the revised one in 2015-2016.

The B.Ed programme consists of theory courses in 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' along with 'Engagement with the Field' as practical component.

THEORY PAPER

In first year in course-I 'Childhood and Growing up' it enables student-teachers to engage with studies on Indian society and education, acquires conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

The course II 'Contemporary India and Education' develops a conceptual understanding about issues of diversity, inequality marginalisation in Indian society and implication of education.

The course III 'Learning and Teaching' focuses on aspects of social and emotional development, self and identity, and cognition and learning.

In course IV 'Language Across the Curriculum', it aims to develop students in understanding of the curriculum, linking school knowledge and community life.

The course V 'Understanding Disciplines and Subjects' aims to enable student- teachers reflect on the nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline of some discussion on the history of the teaching of subject areas in schools.

In course VI ' Gender, School and Society', it examines how we learn and challenge these gendered roles in society through a variety of institutions such as the family, caste,greed etc.

In course VII 'Pedagogy of School subject part-I and part-II', it (methodology) aims to study on the changing nature of the discipline, student teachers will need to understand the epistemological and pedagogical bases of their own chosen school subject.

In the second year course VIII 'Knowledge and Curriculum', it helps the student teachers to identify the various dimensions of the curriculum and their relationship with the aims of education.

The course IX 'Assessment of Learning' is designed keeping in mind the critical role of assessment in enhancing learning.

In course X 'Creating an Inclusive School', it aims to bring about an understanding of the cultures, policies and practices that need to be addressed only in order to the inclusive schools. This course explores the definition of 'disability' and 'inclusion' within an educational framework to identify the dominating threats that contribute to the psychosocial construct of disability and identity.

In course XI, there are three optional courses. Student teachers have to select one optional course. They are given below:-

i) Yoga, Health and Physical Education

ii) Environmental Education

iii) Values and Peace Education

Besides these, throughout the programme several other specialised courses are also offered to enhance the professional capacity of a student teacher. They are:

The Course (EPC1), "Reading and Reflecting on Texts". This course serves as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending upon the text and the purpose of reading.

The course (EPC 2), "Drama and Art in Education" includes that learning is enhanced through Drama in Education which helps learners to extend their awareness through multiple perspectives, to look at reality in fantasy, and to predict every day situations in order to cope with unpredictable experiences. This course also helps in understanding the self and as a form of self expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities among student teachers and learn the use of art in teaching learning process.

The course (EPC 3), 'Critical Understanding of ICT' prepares teachers using technology in a classroom is an important step for ICT enabled education in the country. The course will focus on moving beyond computer literacy and ICT aided learning, to help student teachers to interpret and adapt ICT's in line with educational aims and principles.

In addition to theory courses, school internship plays a vital role in two year B.Ed course. During the first year, to support better understanding of schools and in the preparation of internship, institution shall make provisions open for visits to innovative centres of pedagogy and learning-innovative schools. In second year, they should undergo 16 weeks of internship in schools. Student teachers shall be equipped to cater to diverse needs of learners in schools. They

shall be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty and head of the Institution. (Appendix-7)

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 oral feedback will be collected from the staff members through the head of the institution. We also collect feedback from head of the Institutions where our student teachers practiced in schools. Based on the feedback, we evaluate the teaching competency of the student teachers. Suggestions regarding curriculum revision will be sent to the uiversity at the time of revision. University will scrutinise our ideas and take further steps.

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?

Our institution was certified in the year 2010. ISO 9001:2008 certification ensures the quality in academic aspects of the B.Ed course.

Physical Science, Biological Science, Psychology, Educational Technology Computer Lab and Language Laboratories are well equipped. Video conferencing unit has been installed and is being used.

Computer laboratory is installed with 30 computers. All student teachers are taught practical and theory aspects of computer science. Student teachers have free access to internet in the library and computer laboratory. Staff members can access internet in the above mentioned places and in the staff room. Student teachers can freely learn through educational CDs available in the library. Office room and the principal's room are linked with broadband connections. Uninterrupted supply of power is ensured with the help of generator facility available in the college.

Staff members are using the internet resources and present the subject matter by power point presentation. All the classrooms are equipped with LCD projectors.

Handycam and interactive board are available. Staff and student teachers learnt to use them. Staff members have prepared course plan, handouts and question bank and maintain the same in the course file.

Staff members are preparing the lesson plan weekly basis and also preparing lesson completion report to ensure the syllabus has been completed. Staff members take daily class attendance in their respective class rooms.

LESSON PLAN:

The lesson plan is prepared for each topic referring to the various text books, reference books, manuals and recorded in the register. The power point presentation is prepared and used through LCD projector in the transaction of lessons.

The teaching of staff members is observed by peers and the principal whereas the feedback is given for improvement. The principal gets feedback from the students at random for quality improvement.

All staff members follow course plans prepared by them. Four unit tests and two revision tests and model examinations are conducted besides class tests. The remedial measures are taken up for weak students. The results are analyzed and remedial measures are taken.

Student teachers prepare assignment and for seminars they download materials from websites and present the same in association meetings also. This improves their knowledge and skills. Software is prepared to set objective types of questions in all subjects. Guest lectures are arranged and students have a chance to listen to experts.

1.5.2 What innovation/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

The teacher educators demonstrate lessons through innovative methods. Team teaching is adopted by giving training in microteaching. Arrangements are made to observe many classes of senior teachers working together with sister concern schools. Method laboratory has been used by student teachers to enhance the pedagogical knowledge. Student teachers are made to prepare power point presentations for their seminar using computers.

Economically poor and educationally backward students of model higher secondary school-a sister institution, are given remedial classes, tutoring, training in soft skills etc…

The College is an ISO practicing institution. The college is organising bridge course including the package on communicative English, personal development, life skills, C.T camp, content analysis etc. Online test upon objective type questions has also been planned.

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 Admission process and student profile.

2.1.1 Give details of the admission process and admission policy (criteria for admission, adherence to the decision of the regulatory bodies, equality, access, transparency, etc)

In the year 2012-2016 the admission was made on the basis of merit only according to the guidelines given by Tamilnadu Teachers Education University, Chennai and Tamil Nadu Government. Reservation policy is followed. The eligibility for the B.Ed programme is given below:

Minimum Eligible Qualification for (A&AI): B.A, B.Sc for the optional subjects Tamil, English, Mathematics, Physical Science, Biological Science, History and Computer Science. M. Com for the subject Commerce

Minimum Marks in Part-III
Qualification Degree

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

The information about B.Ed admission is published by Government in leading newspapers. Applications are issued in Government and Aided B.Ed colleges. Single window counselling system is followed for the B.Ed admission, by the Tamilnadu Teachers Education University, Chennai as per the reservation policy of Government of Tamilnadu. After scrutinizing the application, merit based list is prepared by the Tamilnadu Teachers Education University as per the norms given below:-

Marks to prepare merit list for B.Ed admission:

Part III %	: **100**

(PG for commerce, UG for others)

For higher qualifications		: **6**
	PG	: 4
	M.Phil	: 5
	Ph.D	: 6

NSS/NCC/SPORTS   : **3**
       Total   **109**

Reservation policy is implemented as given below:

   i) In the 18% for Scheduled Castes (S.C.). 3% of seats will be offered to Arunthathiyars (within the seats for S.C.).

   ii) Scheduled Tribes (S.T.) – 1%

   iii) Most Backward Classes (MBC) and Denotified Communities (DNC) – 20%

   iv) Backward Classes (BC) – 30%, (within this 3.5% for Muslims) and

   v) Open Competition (OC) – 31%

The provisionally selected candidates were admitted by the institution after receiving the allotment order from the candidates sent through TamilNadu Teachers Education University before the stipulated time. Admission is confirmed after the certificates are cross checked at the time of admission.

Single window counseling system is being followed as per the norms of Tamil Nadu B.Ed admissions. Advertisement is given by Tamil Nadu Government B.Ed admission nodal office through dailies mentioning the date of issue and last date of receiving the filled in forms. Applications are sold in concerned offices, with the concession for SC/ST, as per the admission guidelines given below. The merit list is prepared by the office of Tamil Nadu B.Ed Admission, Lady Willington College Centre for Advanced Study in Education and released the provisionally selected list in the website. The candidates are intimated and the admission is made through the counseling conducted in Chennai. The students are directed to select the College and issued with the admit letter. The selection list is also sent to the particular College through the College Website. The College verifies the admit letter and the certificates of the students. As there is no entrance test, the marks are considered for admission as given below:

From 2012 -16

    UG Part III % is   : 100

For Higher qualification   : 6

           PG   : 4
          M.Phil : 5
          Ph.D   : 6
    NSS/NCC/SPORTS   : 3

      Total   : 109

An additional intake of 100 was sanctioned from 2009-2010 onwards. Admission for this section was made as per the following procedure. Advertisement contains the information regarding the location of the College, contact phone number, name of the trust, eligibility criteria, available subjects, achievements of the College, the mode of getting the application forms and the last date for the submission of the filled in forms. The application forms with prospects are issued to the candidates on single payment towards the cost of application form. The short listed candidates are called for a written test and interview. The merit list of the candidates is prepared subject-wise.

The criteria for preparing merit list for Additional Intake are given below.

S.No	CRITERIA	MARKS
1	UG	**100**
2	PG	2
3	M.Phil	1
4	NSS/NCC/Sports	**2**
6	WRITTEN TEST	**100**
7	INTERVIEWS	**5**
	TOTAL	**255**

The list of resulted candidates is displayed on the College notice board. Admission is purely on the basis of merit. (Appendix-8)

2.1.2   How is the program advertised? What information is provided to prospective students about the programs through the advertisement and prospects or other similar material of the institution?

For the aided section, Secretary, Tamilnadu and Tamilnadu Teachers Education University, Chennai advertises in the leading newspapers regarding the date of issue and last date of submitting application forms, place of issue, the mode and dates of getting and submitting the application form. The application form includes the prospectus giving details of submitting filled in forms with the subject codes, eligibility, reservation details, method of filling the form and method of conduct, the necessary information is also displayed on the College notice board.

Our College website also provides information about admission (refer: www.tcp.ac.in). For additional intake the advertisement is given in the leading dailies

(Appendix-9) with information regarding the location of the college, contact phone number, name of the trust, eligibility criteria, available subjects, achievement of the college, the mode of getting application forms, the last date of issuing the forms and the last date of the submission of filled in forms.

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

In the case of aided section the admissions are made for 90% of the students through single window system and the remaining 10% is filled by the management quota if not surrendered to the government itself. In the case of additional intake, started from 2009-10, admission is purely on the basis of merit. The students with first class marks in part III alone can apply. Entrance Exam (Appendix-10) and oral interview is conducted for all the candidates those who have applied for the B.Ed course. As there are only very few candidates in English, with first class marks, relaxation is given to them, considering the pressing demand for English Teachers in Tamil Nadu.

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

The students are provided with good infrastructure facilities, namely, classrooms with LCD projectors, science laboratories, language laboratory, library, psychology laboratory, educational technology laboratory, Arts & craft, workshop etc., Varieties of experiences are provided covering academic, cultural, and extra – curricular aspects. All students are equally treated. No discrimination on the basis of caste or creed or language is shown by any member of the institution.

Placement services are provided in the salary packages starts from Rs. 12,000/- per month (Appendix-11) from the schools situated in around Madurai and other Districts of Tamilnadu. For successful placement service, training is given to improve the communicative Skill. Facilities are provided for women students and their needs are immediately taken care. Though there is no hostel facility, a tie up is arranged with nearby private hostel exclusively meant for the college and the quality is also monitored.

1. Santhosi hostel for women - Anuppanadi, Madurai
2. Meena hostel for women   - Anna nagar, Madurai

Physically challenged students are given admission according to the criteria and they are looked after with special care in the classrooms and in the campus. Reservation policy is adopted as per the norms given in admission guidelines to provide opportunities to every individual of all strata. Fee relaxation is given for physically challenged students. We are providing lift and ramp facilities for them.

For Blind Students, arrangement of scribe from the neighboring college and giving extra time in the unit test and also in the University examination are appropriately looked after.

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

At the time of admission itself students are asked to bring school subject textbooks and they bring them on the day of reopening. After orientation class, arrangement is made for reviewing their school subject content for Language and major, so that they can equip themselves to teach in schools during teaching practice period. Students analyse the content of the subjects. Their knowledge in their subject is tested either orally or by written test or quiz. Finally, the students prepared a concise report on the analysis of the content based on their major subject. Through this analysis their interpersonal skills are assessed through group discussion and presentations in groups. Necessary guidelines are also given by the concerned teacher educators to enrich the students' knowledge and skills.

2.2 Catering to Diverse Methods

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

The lush green environment is well equipped with infrastructure facilities for the students. The classrooms are illustrious and well ventilated with foreign imported seats, green glass boards, velvet display boards and ceiling mounted LCD. Students are free to access internet through computers in the computer laboratory, well equipped library and remedial cell. Students freely interact with staff and Principal regarding the lessons or activities or any other problems faced by them. The examination timetable, activity periods and celebrations are planned and implemented according to the convenience and the need of the subjects and on line with as per NCTE (Appendix-12) and TNTEU (Appendix-13) norms. The infrastructure

facilities are good, in addition to that ramp and lift facilities are provided for the easy accessibility of the disabled students.

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

For underachievers, remedial classes are arranged. Remedial cell under UGC scheme is functioning especially for SC/ST, OBC and students below creamy layer. Equal opportunities are given to all students to participate in the seminars, association activities, cultural activities, celebrations and all functions. Students are sent for competitions in sports, curricular and co-curricular activities in accordance with the need of their interest. Students have the freedom to select the elective subjects. Institution has provided Wi-Fi facilities, internet facilities, educational CDs and good reference books centuries before tracing historical decades in the library. Library hour is included and provided in the regular class timetable. Besides, all the students make use of the library before and after college hours. Competitive/ TET examination oriented classes are arranged in the bridge course itself by the staff members to create awareness about the TRB examination. (Appendix-14) In addition to that, competitive examination oriented books and quiz programmes are also conducted for the students.

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?

In the psychology of learning and human development individual differences are explained in depth, the ways of identifying, assessing and nurturing the ability, skills and talents of students at all levels. "Education in Emerging Indian society" views the philosophical thoughts of Indian and western philosophers, their contributions and implications towards education are highlighted. The challenges faced in the society by the downtrodden and socially deprived people, social issues like gender inequality, diversity in various aspects, national integration are also dealt with. Students also gained knowledge about the statutory bodies and its functions to improve the quality in education. "Education innovations and management" quotes different technological software based on the learners, interest expectations, responsiveness, availability and need of the students to help in ensuring nature of the curriculum.

On the whole optional subjects cater to need of slow learners, average learners and high achievers envisioned and discussed. The practicum components are also diverse in nature. Staff

members show flexibility in completing certain practical components by students in their own pace.

Elective subjects providing additional knowledge to enrich the skills by giving guidance and counselling. It also helps the students to identify the study oriented problems and difficulties. It paves the way to identify the students need and interest in specific aspects. Environmental education promotes awareness among the student in the field of ecology. Rain water harvesting, avoiding plastic usages, deforestation, creating awareness in consuming of water and electricity sources, maintaining green campus, etc, and so on. In physical and health education, physical fitness and theory based information are imparting to the students. Meditation and Yogic exercise develop the student's mental and physical health conditions.

In educational sociology, student can learn to understand the effectiveness of different educational methods. It also helps to analysis the educational situations in geographical and ethnological contexts. The student teachers understand the concept of gender roles in the society, receiving the learning experience about the gender identity and socialization process. In "language across the curriculum" paper student learns more about the language background of the learner, knowing the language diversity in the classroom, understanding the nature of communication process in the classroom, knowing the nature of reading comprehension in different content areas and at last developing their own multilingual awareness among the learners.

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

Teacher educators attend International, National, Regional level seminars, conferences and present papers in the different topics on education. The college organized an international level conference on LPG era and national seminar on academic and social auditing in collaboration with UGC and IQAC. Teacher Educator refers resource books, reference books, encycloapedias, national and international journals and articles periodically to enrich their teaching knowledge and skills. Periodic discussions on academic excellence are held among the staff. Educational and social problems are debated.

Research Colloquium at our college convened every month to orient research papers by the staff members to improve the quality of the research based knowledge and recent advancement in the field of 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?

Student teachers are exposed to observe the classes of different senior teachers and teacher educators.(Appendix-14) They involve themselves in tutoring the slow learners of Thiagarajar Model Higher Secondary School practicing innovative teaching approaches, organizing department wise association activity, seminars, debate, brain storming sessions on different topics at different level and undertaking case study on students with problems of any type. They visit the special schools and innovative schools namely YMCA special school, Thiagarajar Model Higher Secondary School, Adhyapana CBSE School and TVS Matriculation School located in and around Madurai. Students also get practicing in creation of inclusive schooling and education.

2.3 Teaching- Learning process

2.3.1. How does the Institution engage students in "active learning"?(Use of learning resources such as library, website, focus group, individual projects, simulation, Peer teaching, role playing, micro teaching/ mini teaching, digitalized lesson plan, LCD slide preparation, self-learning. Web page comparisons Technological based teaching & learning, internships practicum, etc.,)

All students prepare and submit report on the project undertaken on test and measurement using computer available in the computer laboratory. Question paper setting, quiz questions and GK questions are computerized by the students. It is used for their competitive examination purposes. Students download teaching-learning contents on one topic from two different websites, compare the content and prepare the presentation and quality of the content with proper and procedural analysis regarding the information available in the websites. They learn browsing in internet which is very easily accessible at any time of the College working hours at free of cost. They learn through the well equipped Computer Laboratory, Digitalized Library, Remedial Cell, Career and Counselling Development programme through various mode. Staff room is all connected with internet and campus wide Wi-Fi facilities. Students present seminar topics using PowerPoint with the help of multimedia effects for each and every subject. All the labs and classrooms are attached with LCD projectors which are highly useful for the teachers and students to equip their own teaching learning process. All the students are taught to use interactive white board, smart

board and operating them with the guidance of the concerned staff in the educational technology lab. Each student has to complete two assignments referring the library sources and net sources to complete their learning tasks. Content matter is explained in the form of clear cut explanation, panel discussion and team teaching. The department wise association meetings are organized by the students themselves with the help of the Principal and the concerned pedagogical subject staff. During teaching practice, student-teacher use one or two innovative approaches like team teaching, role play and simulation teaching. Students carry out research activities independently, classroom problems are encountered and it is solved through action research, psychology practical and case study analysis. The reports are prepared by the students and it will be guided by the teacher educators in practicing schools if required.

Varieties of experiences are given in the citizenship training camp. Every year, 5 days citizenship training camp and Skill Development Programme are conducted for the students. It involves camp inspection, enact and participate in the mock parliament (Photo-2), debate, cultural programme and interaction in the lecture classes. They visit the village, adopted for extension activities and are involved in eye camp, blood donation camp, dental camp, skill development programme in the bridge course and also through "Thalir Thiran Thittam"-Aparajitha, vocational guidance for student, health awareness programme for female students etc., (Photo-3)

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

Learning is made student-centered through the following activities:

Seminar presentation, conduct of quiz, preparing assignmen, presenting website downloaded informations, web page comparison – subject content, organizing association activities, cultural activities, functions, celebrations, sports and games activities, e-learning, programmed learning materials and its preparation, self–learning , student project, maths academy, LSRW skill development programme for teachers and students, life skill and soft skill programme, innovative and inclusive school visit, field trip/educational tour etc; (Appendix-15, Photo-4)

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

Classes are handled by using different teaching strategies such as group discussion, panel discussion, power point presentation, Computer Assisted Instruction (CAI), team teaching, brain storming and debate etc.,

Every year instructions are provided through PPT and interactive board. Objective type questions and the feedback for the same are obtained from staff and students after testing the questions. Utilising internet and LCD projector in teaching learning process is worth mentioning. In the process of learning the website is predominantly used. The institution is provided with net connections. 22 computers are in the language lab, 30 computers in the computer laboratory, 1 computers in the art & craft room, one in career and counseling cell and one in remedial cell it can be used by the students and 10 in the staff room, 3 in the office and principal room and it can also be used by the students and the staff through an uninterrupted power supply ensured by UPS batteries and 15 KV genset with an inverter facilities. Almost all the classrooms and labs are provided with LCD projectors.

Content and diagrams with animation effects are presented in the classroom using LCD projectors downloaded using internet facilities.

Every student downloads content from different websites compared and present with the same for the assignments and seminars. Each student is given different topics for presentation. They submit the assignment with soft copy and hard copy in the written formats with appropriate references. The students are highly motivated by showing interest and developing confidence in using latest technology (Smart classroom facilities).

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.

All students take two classes in model school and they are given training in using interactive board, simulated teaching, (Appendix-14) role play and team teaching. Each student takes at least one class for seminar presentation. Two simulation classes are taken by students using OHP, PPT and the other lesson using other teaching aids. Besides, participation in association meeting is a must. In the teaching practice section they teach adopting role play, team teaching, group discussion, seminar, etc.,

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

Students are trained well in micro teaching skills. (Appendix-14) The teacher educators explain five skills, skill based demonstration, episode writing practices and training is given to the students. The micro teaching skill is practiced namely, Skill of Reinforcement, Explaining, Probing Questioning, Effective Use of Black Board and Stimulus Variation. In addition, student teachers practice skills specifically mentioned in their subjects and also for optional subjects. They are given under:

- Illustration with example – Tamil
- Introducing the lesson and language vocabulary skill – English
- Skill of introduction and skill of closure – Mathematics
- Skill of demonstration and skill of closure – Physical science
- Introduction to a lesson – Biological science
- Skill of introduction and closure – History
- Skill of demonstration – Computer science.
- Skill of introduction and closure - Commerce

Each student practoses a lesson through one skill. Each lesson involves description of the skill components, episode writing, observation schedule and feedback.

Mini teaching practice and its training is given to the students from 2016 onwards as per the syllabus. It helps the students to design their own subject content. It helps the student teachers to develop their ability to create lesson plans. It also supports the students to understand and explore their own beliefs and ideas, knowledge at the fullest extent; it helps to focus on making effective visual classroom aids. In the practicing session there have 7 separate classes allotted for taking and practicing the mini teaching classes for their concerned major subjects. This type of teaching can be used to teach particular skills, extend previous learning, create interest in a topic and generate questions or introduce strategies.

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 plan, etc.,)

Each student has to complete twenty/ thirty lessons in optional / level I & level II subjects, and three in physical education as per the syllabus of Tamilnadu Teachers Education University, Chennai. Beside, they also complete the practical work like action research, case study, achievement test, Continuous and Comprehensive Evaluation (CCE), games activities and conduct psychological experiments. Our student teachers also supervise the school students during the mid-term test, half-yearly examination days. Continuous and Comprehensive Evaluation (CCE) is also carried out by our students in their intensive practice. They also participate in all school related activities and celebrations like science exhibition, competitions, co-curricular and extra-curricular activities and also in the school assembly activities.

The student teachers maintain attendance register in the school. The student teachers and Head master should sign every day and the teacher educator signs at the time of visit. This responsibility is undertaken by the leader of the student teachers practicing in the particular school. Each day a minimum one lesson and maximum two lessons are practiced. Otherwise, they are engaged in practical work. Preparing teaching aids, writing lesson plan and discussing with the guide teachers.

School visiting schedule (Appendix-16) is prepared for the teacher educators for the stipulated period and it should be visited by the staff regularly. Each teacher educator supervises intermittently the students on an average of 3 schools aiming at observing and guiding 10 lessons for each subject. However there are practical problems like unavailability of classes at the time of visit, due to mid-term tests and functions, half-yearly examinations. Each teacher educator supervises at least 5 lessons and gives guidance for all lesson plans, preparation of teaching aids and construction of achievement test. Teacher educators maintain diary and discuss with heads of the institutions every week.

Each student teacher is under the guidance of the allotted guide teacher (mentor) who observes all the classes, corrects all lesson plans, evaluates every class (Appendix-17) and gives feedback based on the teaching competencies and skills.

Assistant professors those who are handling education subjects also visit the schools and provide guidelines in practical works like action research, case study and psychology practical. Arts and drawing instructor visits the schools and gives guidance for student teachers in preparing teaching aids and also teaching learning materials. It includes: charts, flash cards,

scrolling and matching boards, 2D, 3D models, working and non- working models, live models, clay models and plaster of Paris model etc.,

At the end of the practice teaching, feedback forms are collected from heads of the institution and guide teachers for assessing the performance of students.

2.3.7. Describe the process of block teaching/ internship of students in vogue.

As soon as the admissions are over, based on the residential area of the students, the nearby schools are identified and listed for practice teaching. Permission from these schools is obtained from Chief Educational Officer (CEO), for government, government aided and corporation schools located in Madurai and also receiving permission from the IMS in Madurai. Permission from these schools is obtained for practice teaching as per academic calendar. The students collect lessons to be taught from the practicing schools. The students are given proper instruction.

On the first day of practice teaching teacher educators visit all the practice teaching schools and solve problems if any. On 2015-2016 as per the NCTE norms the teacher education programme should be extended for 2 years to in strengthen the quality of teacher education. For the 1st year, students attended the teaching practice only for observation purpose to gain the knowledge how the senior teachers in the schools handling the classes, way of teaching, strategies and approaches handling at the time of instructional delivery and also the ways to solve students problem in academic and non-academic parts. Students gained more experiences through observation classes for level I and level II. It will mould and sharpen the skill of teaching among the students.

During teaching practice student teachers are supervised and guided by the teacher educators. Student teachers also complete school based activities like conducting action research, case study, psychology practical, sports activities and Continuous and Comprehensive Evaluation (CCE). Attendance register is maintained. Student-teachers are expected to be present on all working days except due to an unavoidable situation and that too after getting permission from head of the practicing school. The whole day teaching practice duration of the student should be spent within the school involving themselves in all school activities. Guide teachers evaluate every class. Feedback is obtained from guide teachers and heads of the practicing schools.

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

The period of practice teaching is pre-planned in accordance with the convenience and activities of practicing schools. They are fixed in consultation with the heads of the institution after obtaining permission from Chief Educational Officer of Madurai Corporation/Govt/IMS etc., Student teachers Practice teaching classes are assigned keeping in view the proximity of their residences. For practice teaching, the allotted lessons are received from the guide teacher. The teacher educators help in dividing the portion into 20-30 numbers of lessons and suggest the methods of teaching and the types to teaching learning aids and materials to be prepared.

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

The student teachers are adequately trained to fulfill the diverse needs of the learners at the school. Adopting different teaching methods, using variety of teaching aids and applying different types of teaching skills are followed. Action research and case study help in improving the quality of teaching and learning of the students especially from remedial classes and special classes after the completion of school hours to take care of the slow learners (Photo-5) and also to enrich the level of performance in the academic oriented subjects.

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

The teaching, teaching material and facilities adopted in schools during the practice teaching are used swiftly and appropriately then and there whenever the faculty visit and observe the schools.

2.4 Teacher Quality

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

Practice teaching time is fixed in consultation with Heads of Schools after getting permission letter received from the Chief Educational Officer (CEO), Madurai. The lessons are fixed in consultation with guide teachers. Sometimes, they are invited to the college to share their ideas.

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

Normally, the ratio of student teachers and practicing school remains 5:1. It may vary depending upon the situation of the classroom, need of the school, need of the subject teacher and also the need of UG and PG level of teaching. The schools are allotted according to the approachability of the students, place of residence, student teachers' medium of instruction and their qualifications i.e. PG or UG. More number of students is allotted to the schools which have high strength and more number to our Thiagarajar model Hr. Sec. School. Generally, 5 students are allotted to each school. The requirements of the practicing schools are also considered in allotting the number of students in the school based on the subjects also.

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

Teacher educators observe the teaching of students and record the same in their teaching practice diaries. They discuss both the positive and negative aspects identified in the student teachers at the time of teaching. They are also very particular to see whether the suggestions are implemented in the next observation. Guide teachers give oral feedback and observe the changes with keen interest in the forth coming lessons. They also correct and evaluate every lesson plan in the prescribed format followed by Tamilnadu Teachers Education University. After taking each and every lesson the guide teacher assesses and evaluates the teaching competency of the student teacher in the prescribed format.

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

The student teachers present themselves for the assembly every day. When students are given instructions regarding their activities, they are updated with an awareness of the educational policy and its needs. The core paper deals with educational innovations. The teacher educators transact the lessons emphasizing the concept related to educational needs and of the educational policy. The guest lectures and the seminar classes are arranged on different topic which is highly focused on students' benefits, by the experts in the specific fields. Example: SSA, ALM, (Appendix-18, Photo-6) and ABL by experts in the specific fields.

Student teachers are encouraged to read research journals in the library. As a part of the extension activities our student teachers have been conducting free tutoring programme for the weak students in Thiagarajar Model Higher Secondary School. Every year our students carry out tutoring programmes successfully.

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

To keep pace with recent developments in the school subjects (introducing of Samaseer Kalvi Murai) the school text books are brought and kept in the library for the students to refer. Many seminar activities and educational programmes based on school subjects are conducted. Special Lectures are arranged in the new methods and recent /advanced technology teaching like, ABL, ALM, etc., Staff member are encouraged to practice the new methodology in the class and to participate in seminar, related to innovations and new trends in education.

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

All staff members are encouraged to participate and present papers in the international, national level seminars and conferences. All circulars related to professional developments are circulated among staff. Training is given for how to use power point presentation with animation effects, interactive board usage and using internet for teaching. All staff members have to send lesson plan to the principal. The college has sanctioned money for the staff to attend seminars and workshops.

Based on the observation about teaching staff carried out by the head of the institution and the representation made by the staff, training programme is organised for the staff, note - worthy programmes are effective use of Power point, using interactive board, organizing research colloquia etc. Teachers are encouraged to undertake research activities.

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

Every year our college attains centum result. Based on this, increment and incentives are given to the staff members. Meritorious staff are honoured individually.

2.5 Evaluation Process and Reforms

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

If the principal finds out any problem with the students in learning, the principal and the staff members solve it immediately. The LCD Projectors, arrangement of mike and UPS are kept

in the class room itself. As per the request of the disabled students, they are provided with convenient class rooms.

When any teacher educator goes on leave, substitution work is arranged or otherwise alternative arrangement should be taken by the concerned staff. The head of the institution observes the classes of teacher educators and suggests for improvement. If needed, the Administrative Officer speaks to the concerned individual.

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

Students are assessed through unit tests, examinations and practical work. In case of theory papers, University is conducting terminal examination for 80% as external and the 20% for internal assessment during the year 2012 to 2015. It was then reframed and the marks allotment is changed into 70% as an external and 30% for internal marks. (Appendix-19)

The criteria for internal assessment are given below (2012-2016):

Aspects	Marks
For assignment	5
For seminar	5
For Tests	10
Total	20

For maintaining objectivity, the criteria are fixed by the staff through ISO for assigning marks in the assignments and seminars.

The criteria for assessing assignment are:

Criteria For Assignment		Marks
A	Content Matter	5
B	Organisation Of The Content	5
C	Neat Presentaion	5

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D	Refernce Work Carried Out	5
E	Innovative Ideas	5
	TOTAL	**25**

The criteria for assessing seminar are:

S.No.	Criteria For Seminar	Marks
1	Content Matter	5
2	Using OHP/PPT	5
3	Presentation	
	a) Sequence	5
	b) Clarity	5
	c) Speed	5
	d) Stimulus Variation	5
	e) Interaction	5
4	Adhering time	5
	TOTAL	**40**

Fourty marks are awarded for unit test for 90 minutes duration. The pattern of unit test question paper is given below.

    15 Marks question   - 1

    5 Marks Question   - 3

    2 Marks Question   - 5

     Total Marks   -40

The average is taken for internal test marks. The revision examination and model examinations are for three hour duration each as per the university question paper pattern as given below:

Very Short answer type question with open choice   10 X 2 Marks = 20

Short Answer type questions with open choice   6 X 5 Marks   = 30

Essay type questions with Internal choice   2 X 15 Marks =30

                                                                   Total   80

The practical record note books are assessed by the concerned staff and then it is assessed by the examiners who are appointed by the University during the practical examination.

S.No.	Record Work	Marks
1	Observation Record for Optional I	5
2	Demonstration Record for Optional I	5
3	Micro teaching Record for Optional I	10
4	Lesson plan Record Optional I	20
5	Instructional Material Record for Optional I	15
6	Test and Measurement Record for Optional I	15
7	Observation Record for Optional I	5
8	Demonstration Record for Optional II	5
9	Micro teaching Record for Optional II	10
10	Lesson plan Record Optional II	20
11	Instructional Material Record for Optional II	15
12	Test and Measurement Record for Optional II	15
13	Educational Technology Record	10
14	Case Study Record	10
15	Action Research Record	10
16	Psychology Experiments Record	30
17	CT camp Record	10
18	Physical Education Record	10
19	SUPW Record	10
20	Text book Review Record pertaining to Optional I	10
21	Teaching Optional I	80
22	Teaching Optional II	80
	TOTAL	**400**

The practical record note books are assessed by the concerned staff and then it is assessed by the examiners who are appointed by the University during the practical examination. The students successfully completed their 16 weeks internship programme. Normally the practical examination is conducted three months prior to the commencement of written examination. At the time of practical examination, the teaching competency of each candidate as mentioned in the part-A and also the practical works, records and instructional materials as mentioned in part-B are assessed.

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

The answers papers of the students are corrected within one week and distributed to the students with feedback. The results are analysed. The needy students are given remedial class. Before preparing for seminars and writing assignments, guidelines are given to the student teachers for the quality presentation. The feedback is given immediately. The staff members take necessary steps based on the analysis of the student teachers performance.

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

Question Papers are set and sent by email. Marks are entered in computer and analyzed for further improvement. The non-conformers are identified, retests and home assignments are recommended. The staff members maintain previous year question papers and question banks for the student teachers usage to improve their academic performance. The staff members update the question bank based on the patterns of university. Examination results are analyzed and finally result analysis and its reports are emailed to the principal every year. Softcopy and hardcopy of the mark details are recorded and maintained regularly by all the faculty members.

Best Practices in Teaching -Learning and Evaluation Process

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

a) The institution is certified by ISO 9001:2008 norms and later it certified with ISO 9001: 2015 during the academic year 2015-2016 onwards. This type of practice has brought the following works in a methodical way. The teachers are prompt in submitting lesson plan through e-mail to the principal. Each and every staff member maintain their academic files in computerised forms. The files are course plan, lesson plan, assignment, seminar, assessment, result analysis, remedial, mentoring, academic counselling, corrective and preventive action, syllabus completion, association meeting, student attendance, non-confirmative and time table file, etc., Classes are properly and progressively taken up for content delivery. All the class rooms are equipped with LCD Projectors. Unit tests and class tests are conducted periodically. After the completion of the syllabus, revision test and model examinations are conducted for 3 hours duration. The answer scripts are evaluated immediately within a week. Result analysis is done. Absentees are asked to appear for retests and home assignments are also given. Remedial classes are organised. Concerned staff is in-charge for arranging remedial classes in the college. Time table is prepared for remedial classes. Progress of the remedial class has been maintained right from the completion of each and every unit test and the teacher educators show more attention to the slow learners to overcome their learning difficulties based on regular intervals.

Every teacher prepares question bank in their own subjects. Multiple choice items have

been prepared by the staff. The prepared question items are computerised.

Method laboratory is specific to teacher Education Institutions. The materials included for each method and the description of teaching is updated. Any student can enter in and learn any method by practicing the same.

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

The institution has provided free accessing to computers and internet to staff and students with technological support. Campus wide Wi-Fi facilities are provided with an uninterrupted usage of the net resources at any time in the college hours free of cost. We have close link with our sister concern institution, Thiagarajar School of Management which offers MCA, MBA and Diploma courses in PGDM.

Question bank is prepared in all the subjects and it is evaluated continuously. Each question has its own indication; topics regarding instructional objectives are tested. Students can operate computer themselves and learn right answer and also they can check their own progressive level in learning the content. The desired questions are framed by the concerned staff and the students are evaluated through objective test.

All the staff members prepare course plan, question bank, lesson plan, syllabus completion and student's attendance is reported to the Principal regularly.

All staff members use power point presentation, OHP and innovative teaching methods in the class. For seminar presentation and preparation of assignments, all students are guided to use library book and internet facilities effectively. In association activities, students demonstrate role play, panel discussion, they also organise quiz, debate and the experts from many fields are invited for lectures. Method laboratory is established with computer facilities for presenting and preparing the teaching methods like lecture, demonstration, role play, team teaching, play way etc.,

Systematic quality and enhancement measures taken by the institution are given below:

1.   Computerizing the procedure adopted in the teaching and learning process.

2. Systematic testing, continuous and comprehensive evaluation is practiced and then immediate feedback is given to the students.

3. Analysis of the test scores and follow up actions are taken periodically.

4. Assessment of practical works and record preparations are assessed periodically.

5. Giving hands on training in utilizing computer and internet facilities. Creating awareness to promote the computer literacy in using of social and mass media, creation of blogs, preparation of digital lesson plans, preparations of teaching modules, etc.,

6. Downloading and accessing of educational software's particularly in the development of English language skills namely, step apps, English Dictionary and Proverbs, etc.,

7. Language lab for LSRW Skill training is given to the students for providing better placement and job opportunities with good and attractive salary packages.

8. Question bank preparation based on the objective type, 2 marks, 5 marks, 10 marks, and 15 marks questions pattern is followed as per the TNTEU.

9. Method laboratory is established and provided with computer facilities.

10. Braille Books, instructional delivery recording facilities for the blind students, lift and ramp facilities for the disabled students, inclusive and integrated teaching learning strategies and procedures are adopted, conducting remedial classes, guiding and showing more attention for scoring high marks in all the subjects, creating inclusive learning environment for the diverse students are adopted in our College.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Staff members are continuously encouraged to complete doctorate. Four staff are on the verge of completion and others are insisted to register. Staff are also motivated to attend seminars/symposia/workshop where, attendance is considered as "on-duty". Information about the conduct of conferences, seminars, symposiums and workshops is circulated to the staff and research colloquium is organised within the college and staff members had presented papers during the research colloquium. Experts are also invited to deliver lectures in the colloquium. Staff are insisted to present research papers and required tools from the psychology lab are well utilized by the staff.

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

Research area of interest selected by staff is prioritized. The institution does not insist the staff on any area. Yet, staff are encouraged to conduct research on educational technology, educational psychology, innovative teaching practice, ICT,CT and problems of socially deprived.

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

Yes, student teachers are encouraged to take up action research. Staff members assist the student teacher to do action research. One staff has undertaken an action research. The problem was, "Fluency in English language". The solution arrived was to "Encourage the Students to Use Simple English".

3.1.4. Give details of the conference/ workshops/ seminar attended and/ organised by the faculty member in last five years/ the conference/ the workshops/ seminar organised by the institution

Conference/seminar/workshop organised by the institution

2012-2013

> ➢ Two days national level workshop on "Effective Parenting in the 21st Century" was conducted on 5th and 6th October 2012. The workshop was inaugurated by Dr.M.V.Preethi and Dr.P.Paul Devanesan presided over the function. A special address

was delivered by Dr.V.Sugantha. Valedictory address was given by Dr.C.Kavitha. The workshop was sponsored by the our Management (Appendix 20)

- National seminar on "Students Health and Environment" was conducted on 19th December 2012. The session began with a welcome address of Mr.S.Gopalan, Assistant Professor. Presidential Address was given by Dr.S.Dhansekaran and Chief guest address was given by Lt.Col. S.S. Muthu. Vote of thanks was given by Mr.K.Kumaresan, Assistant Professor. The seminar was sponsored by the management. (Appendix 21)

- International conference on "Emerging Vistas of Higher Education in the LPG Era" was organised on 15th and 16th march 2013. The function was inaugurated by Dr.G.Viswanathan, Vice Chancellor, TNTEU, Chennai with the inaugural address. Key note address was given by Dr.M.D. Abul Eshan, Director,Institute of Education and Research. University of Dhaka, Bangladesh. Special Address was given by Prof.Dr.Keshwar Jankee, Department of Economics and Statistics, University of Mauritius, Mauritius. Felicitation address was given by Mr.M.E.Ilango, Secretary, Thiagarajar College of Preceptors. The inauguration ended up with the vote of thanks given by Mr.V.Rajayokiyam, Assistant Professor. The conference was divided into seven sessions for two days. Valedictory session began with the welcome address given by Dr.N.Ramakrishnan, Assistant Professor. Report Reading was done by Mrs.A.Catherine Nirmala, Assistant Professor. Valedictory Address was given by Mr.M.E. Ilango, Secretary, Thiagarajar College of Preceptors. Vote of thanks was given by Dr.S.Dhanasekaran. The conference was sponsored by the management. (Appendix 22)

2013-2014

- One day workshop on "Instructional Materials Preparation" was organised on 28th September 2013. The workshop was arranged by our college management. Mr.K.R.Udhaya Kumar, Art and Craft Instructor was invited as the guest speaker. He gave an effective presentation and demo on preparation of teaching aids.(Appendix 23)

2014-2015

- National level workshop on "Enhancing Numerical Skills of Teachers and Students" was organised on 25th july 2014. Welcome address of the workshop was given by Dr.S.Dhanasekaran, Principal, Thiagararajar College of Preceptors. Chief guest of the

workshop was Mr.T.R.Jothilingam, Retd. Station Superintendent and Mathematical Exponent. The workshop was organised in two sessions. Session one was on 'Rapid Calculations'. Resource persons were Mr.T.R.Jothilingam, Mr.S.Gopalan and Dr.K.Kumaresan, Assistant Professor, Thiagarajar College of Preceptors. The second session was on 'Use of Mathematical Games to Improve Numerical Skills'. Vote of thanks was given by Mr.S.Gopalan, Assistant Professor, Thiagarajar College of Preceptors. (Appendix 24)

➢ Workshop on "Preparation of Teaching Aids for Student Teacher" was organised on 19th September 2014. The workshop was arranged by our college management. Inaugural address was given by Dr.S.Dhanasekaran, Principal, Thiagarajar College of Preceptors. Mr.K.R.Udhaya Kumar, Art and Craft Instructor was invited as the guest speaker. He gave an effective presentation and demo on "Preparation of Teaching Aids". (Appendix 25)

➢ National level seminar on "Women Education and Employment Opportunities" was organised on 10th September 2014. The seminar was sponsored by the management. Welcome address was given by Dr.S.Dhanasekaran, Principal, Thiagarajar College of Preceptors. The seminar was conducted in two sessions. Session one was on 'Education for the Hands' Mr.S.Gopalan served as the resource person. Session two was conducted on 'Women Education and Employment Opportunities'. Resource person for the second session was Dr.Sugantha Ramamoorthi, Professor and Head, Department of Economics, Lady Doak College, Madurai. Vote of thanks was given by Dr.K.Kumaresan, Assistant Professor, Thiagarajar College of Preceptors. The conference was sponsored by our management.(Appendix 26)

➢ National level workshop on "Intervention Strategies and Challenges of ABL and ALM" was organised on 24th September 2014.The workshop was sponsored by our management. Welcome address was given by Mr.S.Gopalan, Assistant Professor, Thiagarajar College of Preceptors. The speakers of the workshop were Mrs.T.Shanthi, SSA, District Co-ordinator, Mrs.P.Ganeshwari, SSA, Supervisor, Madurai South Block, and Mr.J.Kumaresan, BRT, Teacher Educator, SSA, Madurai. Vote of thanks was given by Mrs.T.Renuga Devi, Assistant Professor. (Appendix 27)

- International workshop on "Imparting languages in Singapore Schools: Basics of Language Learning" was organised on 16th December 2014.The workshop was sponsored by our college management. The speaker of the workshop was Mr. Venugopal, International Academician, Head of the Department, Tamil Language Unit, Ministry of Education, Singapore.(Appendix 28)

- State level seminar on "Women Health and Hygiene" was organised on 26th December 2014. The seminar was arranged by the management. Welcome address was given by Mrs.R.Prasitha Indhumathy, Assistant Professor, Thiagarajar College of Preceptors. The speaker of the workshop was Dr. Latha Murugan, Obstetrician, Gynecologist, Rahavendar Hospital, Madurai. Vote of thanks was given by Mrs.B.AmaliPrabha. Assistant professor.(Appendix 29)

- National level workshop on "Exploring Educational Innovations and Solutions through Cloud Computing Technologies" was organised on 28th January 2015.The workshop was sponsored by our management. Speaker of the workshop was Mrs.M.Suguna, Assistant Professor in Computer Science and Engineering, Thiagarajar College of Engineering, Madurai. (Appendix 30)

- National seminar on "Tamil Kattralum Velaivaaipugalum" was organised on 6th march 2015. Welcome address was given by Mr.S.Gopalan, Assistant Professor. Chief resource person was Dr.I.Petchimuthu, Professor, Department of Tamil, Thiagarajar College. Vote of thanks was given by Mrs.T.Renuga Devi, Assistant Professor. (Appendix 31)

- National level workshop on "Application of Mathematics" was organised on 20th march 2015. (Appendix 32)

- UGC sponsored national level seminar on "Academic Auditing in Professional and Teacher Education Institutions" was organised on 25th march 2015. Welcome address was given by Dr. S.Dhanasekan, Principal, Thiagarajar College of Preceptors. Chief guest address was given by Dr. P.Paul Devanesan, Dean, Professor and Head, Department of Education, Alagappa University, Karaikudi. Keynote address was given by Dr.S.Jegatheesan, Department of Botany, Thiagarajar College, Madurai. Special address was given by Mr.S.Muralidharan, District treasury officer, Madurai. Vote of thanks was given by Mr.S.Gopalan, Assistant Professor, Thiagarajar College of Preceptors. Rs.

9,759(Nine thousand seven hundred fifty nine) was spent for the workshop from the UGC fund. (Appendix 33)

2015-2016

➤ Workshop on "Counseling and Innovative Strategies to Prevent Suicides and Violence in the Society" was organised on 7th may 2016. The workshop was sponsored by the management. Dr.S.Dhanasekaran presided over the function. Resource person for the workshop was Capt. Dr.B.Santhakumar, Dean, Government Medical College, Tuticorin. (Appendix 34)

➤ UGC sponsored One day National level workshop on "Social and Educational Auditing: Problems, Challenges and Solutions" was organised on 22nd march 2016. Rs.9,928(Nine thousand nine hundred twenty eight) was spent for the workshop from the UGC fund.(Appendix 35)

➤ Workshop on "Developing Android and Windows Application" was organised on 24th march 2016. The workshop was sponsored by our management. Dr.S.Dhanasekaran presided over the function. Resource person was Mrs. A.M.Hema, Professor and Head, Department of Computer Science, Thiagarajar College, Madurai. (Appendix 36)

Staff Paper Presentation Details

S.No	Name of the Staff	National	International	Workshop	Others
1	Dr.V.Rajayokiam	-	-	-	-
2	Mrs. M.A.Muniammal	-	-	-	-
3	Dr.M.Maruthavanan	5	6	-	-
4	Dr.K.Kumaresan	-	-	-	-
5	Mr.K.Thangavelu	5	3	2	2
6	Mrs.R.Kohila Devi	13	6	1	6
7	Mr.S.Gopalan	-	-	-	-

8	Mrs.B.Amali Prabha	5	4	0	1
9	Mrs.T.Renuga Devi	1	1	0	1
10	Mrs.R.Prasitha Indhumathy	6	3	1	-
11	Mrs.N.Jaya Priya	2	1	0	1

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.

Classrooms are equipped with LCD projectors. Staff members present their lesson through power point presentations. They also instruct the students using videos and audios. Computer lab, library, staff room are equipped with internet connection and the staff members make use of these facilities to prepare and deliver lectures. We have also introduced a video conferencing unit and in future we have planned to make the staff participate in live discussions with other experts from other institutions.

Mr.K.Thangavelu, Assistant Professor has published a book titled "Essentials of Environmental Education", Mrs.R.Kohila Devi, Assistant professor has published a book named "Essentials of Teaching and Learning" and Mrs.R.Prasitha Indhumathy, Assistant professor has published a book titled, "Meta-cognition, Meta-emotion and Academic Achievement in Education". These books cover the syllabus for the core paper Psychology.

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

Our technology lab is equipped with interactive white board, smart board, television with Satellite channel connection, documentary camera, and OHP. Staff members are given personal computers to prepare materials for instruction. Further they are encouraged to surf the internet for lesson preparations and delivery. Staff room is supported with internet connection and Wi-Fi facilities with which the staff prepare presentations for class room lectures. Lectures are presented using power point. They also use videos and audios downloaded from websites.

Technological training such as usage of interactive white board and smart boards are given to the staff members.

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

Dr.Muthumanikam, Professor and Head, Dept of Education, Madurai Kamaraj University has given a training programme on 'E-content'. Our Staff Mr.K.Thangavelu has given orientation to our staff members on using Smart board. Our staff Mrs.R.Prasitha Indhumathy has given training on using Power Point Presentation and utilizing web resources to our faculty. A training programme was organised by the department of computer science to train the staff members in effective use of computer.

3.2.4 List out the journals in which faculty members have published papers in the last five years

i. Sri Sarada Journal of Frontiers of Knowledge – ISSN- 2277-3398, Volume V Issue I by Dr.M.Maruthavanan

ii. Sri Sarada Journal of Frontiers of Knowledge – ISSN- 2277-3398, Volume V Issue III by Dr.M.Maruthavanan

iii. International Journal of Mathematical Archive3(2)---ISSN NO.2229-5046 by Dr.K.Kumaresan

iv. International Journal of Mathematical Archive3(3)---ISSN NO.2229-5046 by Dr.K.Kumaresan.

v. Miracle of Teaching---Reg.No.MPBIL/2001/7343 vol.XII No.2 by Mr.K.Thangavelu.

vi. Miracle of teaching---Reg.No.MPBIL/2001/7343 vol:XII No.2 by Mrs.R.Kohila Devi.

vii. Miracle of teaching---Reg.No.MPBIL/2001/7343 vol:XVII No.3 by Mrs.R.Kohila Devi.

viii. International Journal of applied research and studies---ISSN-2278-9480 by Mrs.B.Amali prabha.

ix. Shanlax International Journal of Education---ISSN-2320-2653 by Mrs.B.Amaliprabha.

x. Shanlax International journal of Education---ISSN-2320-2653 by Mrs. R.Prasitha Indhumathy

xi. LHIER[Light House Journal of Educational Research]---ISSN-2319-5517 by Mrs.N.Jaya Priya.

xii. Indian Streams Research Journal---ISSN-22307850 by Mrs.N.Jaya Priya.

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

Staff members are given effective training to achieve awards, patents and honors in the future.

3.2.6 Give details of the major/minor research projects completed by the staff members of the institution in last five years.

Proposal has been sent to ICSSR for a minor project to a budget of Rs.3,90,000 under the guidance of Dr.M.Maruthavanan and Mrs.M.A.Muniammal on November 27, 2016. The title of the study is "Effectiveness of Life Skill Education on Emotional Intelligence, Critical Thinking and Communicative Ability of B.Ed Students".

3.3. Consultancy

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

Our institution provides consultancy services to other educational institutions. Dr.M.Maruthavanan has given consultancy to KVT Matric Higher Secondary School on the topic "Teaching Methods" and Mrs.R.Prasitha Indhumathy has given guidance and counselling service to students, teachers and parents of VKS School, Usilampatti. Dr.K.Kumaresan, Mr.K.Thangavelu, Mr.S.Gopalan, Mrs.R.Kokila Devi have given training programmes to Thiagarajar School of Management on the topics " Numerical Ability", "Lesson Plan", "Measurement and Evaluation" and "Teaching Skills" respectively. Mrs.R.Prasitha Indhumathy has given training on"Language Laboratory" to the Teachers of Visalakshi Achi Primary school, Thekkur.

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

Dr.V.Rajayokiyam - Organising Communicative English Teaching (ELT) Programme and Phonetics.
Mrs.M.A.Muniammal- Assessing the teachers and guiding at primary level
Dr.M.Maruthavanan- Organising soft skill training programmes
Dr.K.Kumaresan- Delivering presentation styles
Mr.K.Thangavelu- Handling Smart boards and interactive white boards
Mrs.R.Kokila Devi- Delivering the skills of teaching
Mrs.R.Prasitha Indhumathy- Developing instructional packages and laboratory handling

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?

Consultancy is done free of cost.

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

Revenues are not generated through consultancy programmes.

3.4. Extension Activities

3.4.1. How did the local community benefit from the institution?(Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and Government.

Extension activity is an important aspect in our college. We show special interest towards extension activities. These activities are organised by the staff in-charge of the programme. We have adopted villages and we have organised eye-check-up camp in collaboration with Agarvals Eye Hospital, Madurai.(Appendix 37). We have planned to organize blood donation camp through the blood bank, Government Rajaji Hospital. Every year we collaborate with DHAN foundation and participate in awareness rallies and walkathons.

3.4.2 How has the institution benefitted from the local community?

The president of the village assisted in conducting Eye Check up Camp effectively. The camp was organised in an effective way which gained good name and fame to the college from the local public.

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

In the aspect of providing community orientation to students, our college has planned to give vocational training to women and home makers to empower them. It has also been planned to visit more old age homes and mental clinics, Juvenile boards and present literacy activities.

3.4.4. Is there any project completed by the institution relating to the community development in the last five years?

We have planned to conduct eye check-up camp at Iravathanallur. A survey will be done on "Swatch Bharath" for the same village.

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

Our college routine starts with the college assembly organised by our students. Assembly activity consists of the following:-

- o Prayer

- Pledge
- Thirukkural with Explanation
- News Reading
- Thought for the day
- Instruction by Principal/Staff
- National Anthem.

To inculcate social values our students learn and sit for the examinations conducted by Vivekananda Kendra. Certificates are issued to successful students. They also display quotations related to values on the notice board so that everyone reads it. The institution also organises citizenship training programme every year. (Appendix-38). The students are taught with social and citizenship values through the following programmes.

- Lectures by experts on good citizenships.
- Debate on social values.
- Fire and safety measures by concern officials.
- Conducting model parliament.
- Awareness programme on traffic rules.
- AIDS awareness programmes
- Anti-corruption talk.
- Human rights
- Role of NSS, NCC and SCOUTS.
- First aid training

3.5. Collaborations

3.5.1 Name the national level organizations, if any, with which the institution has established linkage in the last five years.

Dr.V.Rajayokiam and Mrs.M.A.Muniammal were appointed as chairman / convener to inspect B.Ed colleges in Tamilnadu by NCTE.

There is a linkage between our college and Madras University. Our college was the centre for its distance education programmes.

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

Our institution was certified with ISO 9001:2008 till the year 2016. Now, our college is recertified with ISO 9001:2015 from the year 2016-2017. (Appendix 39).Our institution is the first Indian educational institution to get certified with ISO 9001:2015 version.

There are periodical audits through which the teaching and non-teaching staff are audited for file maintenance of various activities carried out in the college. Files include procedures in teaching and learning, analyzing, evaluating, feedbacks, house-keeping, file regarding purchase and property maintenance, etc., Our staff members were given training on Dyslexia to cater the needs of special children.

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

Curriculum development

Dr.V.Rajayokiam is a member in Board of Studies at Meston college Chennai.

Teaching

Staff members of our college are encouraged to deliver training classes to teachers from Thiagarajar Model Higher Secondary School and Professors of Thiagarajar school of management.

Training

ISO has given training to the staff in maintaining procedure and quality at all levels. Training has been given to staff members to develop E-content for their own subjects. Language lab training and smart board usage training is also given to the staff members.

Practice Teaching

Student-Teachers of our college go for practice teaching to various corporation, government aided and matriculation schools with linkage with the Department of Education, Madurai Corporation. This relationship with schools helps the students to develop professionally to teach in their future career.

Research

A short term course on research methodology was given to our staff to enhance their research knowledge. Staff are encouraged to present papers and publish books. Two staff are carrying out research on "Study Habits" and "Parental Style".

Consultancy

Staff exchange programmes organised through the consultancy benefitted the staff members in the aspect of philosophy, psychology and technology.

Extension

Extension activities are carried out with the help of DHAN foundation, Aravind Eye Hospital and nearby villages. These activities support us to equip and help the public to empower through vocational training such as jewellery making, creating and promoting awareness etc.,

Publication

Staff members have published number of journals and two staff have published books with ISBN.

Student placement

The placement cell of our college functions dynamically and gives good placement to the student teachers. When they complete the course, we contact reputed schools to enhance our placement services.

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

We have good links with schools to enhance the skills of our student-teachers. Students are sent to Thiagarajar Model Higher Secondary School for pre-practice teaching classes, practice teaching classes and students tutoring programme. They also collect data for cumulative record. Staff members from Thiagarajar Model Higher Secondary School demonstrate model classes for senior teaching demonstration programme. Before and after teaching practice, we contact with the practicing schools.

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

Before selecting the practicing schools, staff members of our college are consulted. Later students are allocated to various schools. The student teachers are sent to the allocated schools well in advance to meet the guide and to collect syllabus. Student teachers are guided by the teacher educators in splitting syllabus into lessons. They also assess the student teachers teaching aids. The teacher educators visit the practicing schools regularly to evaluate student teachers, make discussions with guide teacher and Head of the Institution with respect to the performance of them.

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

Our college collaborates with other schools and colleges faculty regularly. Various programmes are organised in our college to collaborate with other colleges and schools. Professors from Thiagarajar School of Management and teachers from Thiagarajar Model Higher Secondary School visit our college to give guest lectures. We also invite Department Heads from

various colleges, such as Thiagarajar College, Lady Doak college, Mannar Thirumalai Nayakar College etc.,

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?

1. Staff members are encouraged to present papers in national and international conferences.
2. Staff members are encouraged to publish books and papers in reputed journals.
3. Research colloquium is organised once in every month and staff members present their papers on rotation basis. (Appendix 40)
4. Training is given to the staff members to make effective use of the tools in psychology laboratory.
5. Staff are given training to construct and standardise research tools.
6. Special vocational training is given to the women in the adopted village.
7. As our institution has a reputed fame of 60 years, our staff members are in demand for guidance and they offer free consultancy service to other colleges and schools.

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

We have initiated a few innovative practices such as organising research colloquium, objective type questions software, attendance software, e content, e booklets, educational blogs, CAI packages, eye check up camp, blood donation camps and environmental awareness camp. Staff members are given training on various technological advancements such as Language Laboratory, Smart Board, Instructional Packages. In order to enhance research and training classes on SPSS are given to staff members.

CRITERION IV
INFRASTRUCTURE AND LEARNING

4.1 Physical Facilities.

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

Yes, Our Institution has the best physical infrastructure facilities to the state- of-art as per NCTE norms (Appendix-41). Management has spent more than 6 crores for the building construction and other facilities. The following are the facilities provided by our Management.

They are, the mounted ceiling LCD projectors, multipurpose halls, seminar halls with mike amplifiers, anchored seat for students and computers are connected through LAN. There are psychology lab, Educational Technology lab, physical science lab, computer lab, language lab and art & craft work room with all necessary equipment / instruments (Appendix-42). We have internet facility in computer lab, office room, staff room, principal room, technology lab, counselling and remedial cell etc. Indoor game facility is also available. Here, we have play ground for volley ball, tennikoit and badminton. We also share our own Model Hr. Sec. school playground. We have canteen, dining room, and common room. We keep rest rooms separately for Men and Women. We use vehicle stand separately for four – wheelers and Two – wheelers.

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

Management allocates money in the Annual budget for the maintenance and plan to meet the need for augmenting the infrastructure to keep pace with the academic growth on the need basis whenever it arises. Principal suggests and recommends the needs required by the staff after the meeting with the staff. At present, all facilities are provided by the management then and there.

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

We share model school ground for sports and games. We maintain separate playground to play volley ball, ring, tennikoit, badminton and shuttle cock. The lists of sports and games items are given.

We have Art & craft work laboratory for preparing teaching aids and SUPW material. The students can avail work benches and take for their preparation of teaching aids and SUPW items.

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

Staff and students of our model school, nursery and primary school visit our college use language lab materials, and LCD projectors for meetings. Our neighbouring school Sri Meenakshi Sunderswarar Girls Hr. Sec. School also uses our facilities for their function like school day. Our college is the centre for university of MADRAS which conducts contact classes for M.Sc. Physics, chemistry and entrepreneurship classes in our campus. Tamil Nadu Government also make use of the premises to the conduct Public Service Commission Examinations.

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest room for women, washing room facilities for men and women, canteen, health Centre, etc.)

There is a clinic adjacent to our college gate. The physician is available at any time. Here, we have rest room for women provided with mirror, wash basin and space for dressing. Canteen is provided according to the needs of the students. We provide separate wash room with number of taps for cleaning the lunch boxes. We have installed RO plant (Reverse osmosis) to have purified drinking water. The tank is cleaned once in a week and the vessels are cleaned every day. From this year onwards, college management has introduced NACSS (Neat and Clean Service Squad) on contract with eight persons inclusive of one supervisor for campus cleaning. The ground, classrooms and toilets are always kept clean. Pest control spraying is also done in class rooms and in open space periodically.

4.1.6. Is there 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.

As we don't receive any demand for hostel from the students, we maintain a tie- up with nearby hostel, 'Sandhoshi Hostel' for women and nearby Annanagar. It is at a walkable distance. The hygienic environment is assured by them. Students are satisfied with their facilities. (Appendix-43)

4.2. Maintenance of Infrastructure

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

The budget allocation and utilization in the last five years for the maintenance of the following are given below:

	2012-2013		2013-2014		2014-2015		2015-2016	
	Amount Allotted	Amount spent	Amount allotted	Amount spent	Amount allotted	Amount spent	Amount allotted	Amount spent
Building								
Laboratories								
Furniture								
Equipment's								
Computers								
Books & journals								
Transport								

Management is spending huge amount on building, purchasing equipment including LCD projectors, computers, procuring furniture etc. It is maintained under capital expenditure which is not shown here as it is not in the F.S. Finance is fully managed by one accounts officer meant for this. Whenever we need any amount for the purchase it will be sanctioned

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

Our time – table has provision for library, SUPW, technology and language lab. The student teachers of additional intake and aided sections use all the available infrastructure in

alternative hours. Almost all staff have equal chances to use LED in their class room. Student teachers use internet facilities and library to prepare for seminars and assignments.

4.2.3. How does the institution consider the environmental issues associated with the Infrastructure?

Out sourcing is done for campus cleaning and disposing the waste (NASCC). The scrap items are auctioned periodically. Pest control measures are taken up. Pest control chemical are sprayed in the campus and classrooms periodically. Lawn is maintained. Sufficient number of flower pots are kept. A beautiful lush green garden is maintained by the NACSS (Neat and clean service squad) and our students. The campus is   adorned with green vegetation only. All these makes the campus pure. Fire safety measures are available. Fire extinguishers are placed in important places. The student teachers are taught to protect from fire. Sanitation is maintained well.

Fire safety certificate and sanitation certificate are periodically renewed from the concerned authorities. The institution is considered the environmental issues associated with the infrastructure by keeping the campus as prohibited area for smoking and banned the usage of plastic bags inside the campus.

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 (material collection and media computer services)?

The library has a fully qualified librarian who retired recently. College has written to the Government for approval and   awaiting   for appointment. There is one library Assistant to maintain the books and to assist librarian. They take care of books, computers etc. Computer technician of our sister institution visits the library once the week and whenever needed and rectifies the problems related to computer, electricity or internet. The problems if any related to internet were solved immediately by BSNL employees. Office, library assistant and Assistant professors take care of the outside works like getting Quotation, giving purchase order and getting books. Computer technician of our sister institution visits the library once a week and rectifies the problem related to computer and internet. The library assistant has taken care of the outside works like getting quotation, place order for purchase   and buying books.

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

The library is equipped with 17,502 books including 15,266 titles. There are 25 journals and 365 volume of books. There are 115 unpublished awarded, theses available for reference by staff and research scholars.

It is enriched with 62 volumes of Encyclopaedia Britannica, 24 volumes of world science, up to VIth Educational Research Surveys, 12 volumes of 'Valvial Kalanjium' books of the preparation for entrance examination like UGC NET, UPSC, TNPSC, TRB, Rly, VAO, TET and Bank. Recently, library is added with 20 volumes including Education for All, Educational Technology, History of Education, Educational Psychology, Perspectives of Education, History of Psychiatrics etc.

We have 69 DVDs mostly on school subjects so that all student teachers may be benefited (Appendix-44). Library is computerized with internet facilities and also a copier available in the library. Student teachers and staff can make use of all these facilities. Separate register is maintained for recording the usage of internet facility by students. The book bank facilitates with 450 books. It includes multiple copies of text books for all subjects. Student teachers can retain these books for longer duration.

The library is computerized for easy location of books. Bibliographic informations are also computerized. Library is extended with a reading room for comfortable learning.

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.

Library committee is organized. All communications related to the books and journals requested by staff are sent to the principal and library committee. Decisions are taken in consultation with staff and management. Three quotations are received. Purchase order is placed. Books are checked, entered and bill passed.

Recently purchased books are displayed. Library maintains frequently but relevantly used reading materials. As ours is an ISO practicing institution, the details of accessibility of the

resources are monitored through procedures and audited once in three months. The un accessed materials are listed to decide on their condemnation or any other action as per direction.

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

Yes, library is computerized. Student can search according to the accession number, title, call number, shelf number and subject. The browser can identify the available journals etc. We have standardized our library work with library automation that leads for easy location.

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

Library has computer, net facility and Xerox machine. All library resources are computerized. Anyone can locate the books in the library with in few minutes by browsing it. Student teachers and staff can browse the website and record in the register kept. There is free access also for student teachers. There is an average of one hour net browsing per day in library and two hours in computer lab. The student teachers can browse only in the free time and in the activity periods.

4.3.6. Does the institution make use of In flib net /Del net/IUC facilities? If yes, give details.

Our college library makes effective use of In flib net / Del net/IUC facilities. All staff members are given with separate log in ID. So that, they can use the library resources for their research and academic activities.

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 opened on all working days that is 200 days from 8.45 AM to 5.45 PM. It functions 9 hours a day even on examination days also . It is not opened on holidays.

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

Staff and student teachers come to know about new arrivals by looking in to the notice board which kept in the library cum reading room. New arrivals are displayed.

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, our institution has book bank. We keep 356 books. The book bank of our library includes text books at school level and college level in multiple copies. Books of IGNOU B. Ed are also added. Book bank is highly useful to student teachers as they could get text books written by different authors for all subjects. Students can retain them for a month and can be extended. The number of books needed for optional subject is more than the core subject. We need to add and purchase more number of books for optional subjects in the book bank.

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

We have special facility for visually challenged. We keep study materials in the library for the visually challenged students. As we keep library facility in our college, physically challenged people could access the library easily. College is provided with Johnson Lift for easy access to the library.

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 institution ensures the optimum use of the facility.

Computer lab has 51 computers with LAN facility. The lab is used by computer science students in optional I and also by elective students. We have 105 computers in total including language lab, computer lab, staff room, method lab, office room, principal room, technology room, video conference hall and library. Latest Software and CDs are available. Educational Technology lab is well equipped with projectors, magnetic board, flip board, smart board and interactive board. Staff Attendance is maintained by biometric system. Separate biometric data base and server is maintained. The Attendance is triggered automatically to the Management.

Following steps are taken for optimum utility.

- Provisions are made and utilised in the time table for interactive board class, language lab class, computer lab class.

- Presenting seminar downloading content using two different search engines.

- Most of the classrooms are equipped with LCD projectors.

- Tally is used.

- Office information are computerized.

- Staff prepare their lesson plan, question paper and course plan and mail the same to the Principal.

- Generator and UPS, ensure uninterrupted power supply.

- All staff members are using their computers for preparing course plan, seminar assignment and question bank.

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

All student teachers attend and learn during their computer science period. They learn MS word, excel and power point presentation, browsing websites, creation of blog, E-content development, online exam, utilization of social media in teaching-learning process.

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

The class rooms are provided with ceiling mounted LCD, green boards, OHPs and LCD projector. The students and staff are using almost all these new technologies in curriculum transactional processes. ISO related works are almost computerized. The student teachers are using OHP/Internet/Power Point/ LCD projector.

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

Latest technology is used by 50% of students in classrooms translation during practice teaching. Most of the schools do not have technological facilities. They are following traditional method of teaching and need charts, cut outs, thermocol model, table tops, etc. We are conducting workshop in the preparation of all the above items which is in need for teaching in their practicing schools.

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 resources in education to the institution (beyond the program), to other institutions and to the community?

Our language laboratory facility and CD projector or used by staff and students of our primary and model school teaching. Megaphone is used for announcements in the village to conduct extension activities. Computer and LCD projector are used to give awareness programme in villages. On the day of programme adopted village, mike and megaphone are used for announcing and in meetings.

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

Library is equipped with audio and video cassettes related to the different subjects. Language lab is equipped with audio cassettes, televisions and CD's. Especially for four stages (LSRW)of learning English. Globarena software constitutes language lab materials. All staff members possessed the learning resources as Course plan, Lesson plan, Hand out, PPT, CD, TLM and Question bank. Students come to college in the free time during practice teaching and collect the needed audio, visual items from the college to be used in practice schools. They also utilises these materials for seminar and assignment preparation.

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

Here, we have Physical Science lab, Biological Science lab, Psychology lab and Educational Technology lab. We established method lab in our institution

Every year, we use special fee for the purchase and maintenance of all these labs. Management also helps us whenever we need regarding this. Lab technicians visits every week for maintenance purpose. We can avail this help from our sister concern.

We also use UGC grant for the purchase of laboratory items. The lesson plan and teaching aids are prepared on different methods of teaching and displayed in the Method lab.

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

Multipurpose hall is arranged with seating of foreign imported type, green glass boards, velvet board, ceiling mounted LCD projector, mike, amplifier, speaker, platform and podium. Workshop is provided with work table, green board, velvet board, tools and materials to prepare charts and teaching aids. Sports room has all sports items required for our students. We maintain court for Badminton, tennikoit and volley ball. Here, we have provision for indoor game like chess and carrom.

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.

Almost all classrooms are equipped with green glass board, velvet board and ceiling mounted LCD projector with imported chairs and mike etc. We maintain classrooms with interactive board and smart board.

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?

Faculty undertakes training in effective use of power point presentation, using internet and interactive board. Observation of teaching by peers help in adopting the best method. The observation classes handled by same senior teachers, attending the orientation programme for language lab and visiting the practicing schools will be provided to use ICT in the classrooms.

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

1 The innovative practices related to use of ICT

2 Staff computerize lesson plan, result analysis etc. And send by e-mail

3 All staff is transacting using power point presentation and OHP sheets.

4 Student teachers and staff are using mike, stage and podium for teaching presentation and deliverance.

5 All students use internet and downloaded content for presentation.

Student teacher computerizes the details about all the association programmes.

4.6.3. What innovation/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The institution is provided with good infrastructure facility. The management has constructed a three-storied new building. The classrooms are furnished in a modern way. Every classroom has LCD projector, green glass board, display board, mike, ventilation, light, imported chairs etc. Magnetic board is also available. The computer room is equipped with 51 computers. All the staff have personal computers. Internet connectivity with BSNL Broad band service is available. We ensure the uninterrupted power supply with UPS and generator. We have intercom facility which connects staff room, lab, library, security at gate etc. Modern toilet facilities have been established separately for men and women. There are dining and common room for students. Staff room and office room have been furnished with modern cupboard with display board.

The library is equipped with 17,502 books including 15,266 titles. There are 25 Journals, 365 back volumes, and 115 unpublished but awarded thesis available for reference.

Library is enriched with 62 volumes of Encyclopaedia Britannica, 24 volumes of World of Science, 6 Educational Research Survey, 12 volume of ' Valvial Kalanjium', books for the preparation of entrance exams like UGC NET, UPSC, TNPSC, and TRB books etc. Recently library includes 20 volumes in Education, Educational Technology, History of Education, Educational Psychology, Perspectives of Education, History of psychiatrics etc.

Here, we have 69 DVD mostly on school subjects. Library has internet facility with a copier and photo-copying. Separate register is maintained for recording for the use of internet facility by students. There is book bank facility with 450 books.

Our library has interactive board, video camera, DVD players and all other provisions providing learning experience to our students effectively. Reading room is spacious and new arrivals are displayed.

The book bank of our library includes text book at school level and college level in multiple copies. Educational books of IGNOU are also added. The students can retain these book -bank books for one month and extend further if there is a need. Besides, all staff have prepared course materials, hand out and Question bank. They have also prepared PPT, OHP transparent sheets and TLM materials for all units. Career and counselling cell is provided with unit 80 books and remedial cell has 650 books for student use. The poor students and low achievers are used these books.

CRITERION V
STUDENT SUPPORT AND PROGRESSION

5.1. Student progression

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students prerequisite knowledge and skill to be advanced) to completion?

After getting admission in B.Ed Course, students are given orientation programme about the duration of the course, theory and practical components, extra activities to be done, preparation of practical record note books, library information for reference and scheme of evaluation. Also they are given instruction on conducting assembly every day, commitment towards the course activities, to become a quality teacher. At the time of admission students are asked to bring school text books of their respective optional subjects and they are asked to go through the text books thoroughly about the content of the books. They are given opportunity to discuss about the content of the text books through group discussion, present the content unit wise in written form and to analyse the content.

Students are assessed through oral tests and the way of presentation of the content. They are motivated by providing information about our institutional organisation, administration, teaching and non-teaching staff members, infrastructure facilities, reputation and value oriented nature of the institution. Life and professional skill oriented classes on quality of a teacher, class room management, stress management and time management are provided through lecture cum discussion method of teaching.

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

Vibrant, lush green and enchanting environment with healthy classroom learning atmosphere is provided in the campus. Students are provided with separate classroom facilities for core subjects, optional subjects, elective subjects and multipurpose hall, seminar hall, and subject laboratories, psychology practical room, educational technology room and arts and crafts room.

Students are provided with sufficient teaching-learning activities such as participating in the daily assembly, guest lectures from various institutions, celebrations of national and regional

importance, laboratory activities, field works and visiting special schools. Educationists, renowned administrators, leading experts in relevant field are invited to deliver lectures to motivate and to satisfy our students through discussions, debates, buzz sessions and brain storming activities. These activities enhance the creative and divergent thinking abilities of students to come out with their own solutions. Their queries and requests are responded immediately. Subject toppers are given rewards and certificates during the annual day celebrations. Students are motivated to involve in extension activities, functions and sectional association meetings and to present their contributions to develop their performance.

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

Gender-wise drop-outs for the last five years are given below:

Sl.No	Year	Male	Rate of drop-outs(in %)	Female	Rate of drop-outs(in %)
1.	2011-12	1	0.5%	7	3.5%
2.	2012-13	3	1.5%	2	1%
3.	2013-14	1	0.5%	3	1.5%
4.	2014-15	1	0.5%	4	2%
5.	2015-16	9	4.5%	8	4%

Reasons for drop-outs :

- Getting employment opportunities in government sector
- Pursuing higher studies
- Getting married
- Untoward incidents

Drop-outs were based on valid reasons and the students were given guidance and counselling about the teaching profession to continue the course.

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

Students are encouraged to refer library books , journals and other software resources to prepare for competitive examinations like TET, NET, SET, JRF and TRB examinations. Sufficient reference books are available in the library. Students are also encouraged to refer Digital library resources such as DELNET, INFLIB NET, with the help of librarian, library assistant and staff members. Coaching classes are taken to prepare students for these competitive examinations by our staff members and by resource persons. Software is prepared in objective type questions which helps them to prepare for these examinations. Students are trained in Communicative English, the methods and strategies to prepare for competitive examinations and how to face interview. Campus interview is conducted by various schools. As we do not have M.Ed programme there is no focus on SET and NET examinations..

In the last two years, 8 students have cleared the state level TET examination and 41 students have cleared the Government TRB examination and two students have cleared the TNPSC group-I examination. Some students are got appointment in Police, Postal and VAO through TNPSC examinations.

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?

More than 70% of students prefer to enter into employment. Some students are interested to continue their higher studies.

Details are given below:

Year	Percentage of students opted for higher studies	Percentage of students opted for teaching
2012-13	28%	72%
2013-14	37%	63%
2014-15	22%	78%

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.

During the course of B.Ed programme, students are trained to access the library resources and to use the technology devices such as interactive board, smart board, educational CDs, DELNET,

INFLIBNET, language lab, computer lab, method lab, research publications and related journals to prepare for assignment and power point presentations with the help of their respective faculty staff members. Hands on experience is also given in preparing teaching and learning materials. Activity periods are allotted daily for the above activities. So, to provide training after graduation is not warranted.

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

A well organised placement cell is functioning in our college under the placement officer, Dr.K.Kumaresan, Assistant Professor, and also assisted by staff members. Intimation to various schools sent regarding the availability of student teachers through the communication modes of postal and email. Suitable time and requirement of the potential employers are ascertained. Subject-wise list of students are collected. Training classes and subject competency classes are conducted by experts. Interview techniques and strategies are imparted before they face the interview. After getting the communication to conduct the campus interview from the schools, school authorities are invited to our college to conduct the same. These schools include Matriculation Higher Secondary schools, CBSE schools, ICSE schools and International schools from in and around Madurai and outside Madurai.

Details of students got placement in the last two years:

Placement Details for 2013-14

Sl. No.	Name of the School	Date of Interview	Number of Students Selected	Minimum Salary	Maximum Salary
1	Mount Litera Zee School, Sivakasi	03/02/2014	13	8000	10000
2	S.R.V.Boys Higher Secondary School, Rasipuram	11/02/2014	13	11000	15500
3	A.K.T. Matric Hr.Sec.School, Kallakurichi	18/03/2014	15	12000	15000
4	Veveham Hr.Sec. School, Dharapuram	21/02/2014	18	10000	13000
5	Kannadi Vappa International School, Keelakarai	20/02/2014	15	10000	12500
6	Goodwill Mat. Hr.Sec School, Manamudari	13/02/2014	14	8000	12000
7	Thai Mat. Hr. Sec. School, Vadippatti	17/03/2014	09	8000	9000
8	Rotary Lahary Mat. School, Madurai	07/02/2014	04	8000	14000
9	Devasahayam Mat. Hr. Sec. School, Madurai	21/04/2014	2	8000	9000
10	Kumutha Mat. Hr. Sec. School, Nambiyur	21/03/2014	1	----	10000
11	K.J. Mat. Hr. Sec.School, Madurai	18/03/2014	3	8000	8000
12	CEOA Mat. Hr. Sec.School, Madurai	14/03/2014	2	9000	9000
13	SKV Hr.Sec. School	20/03/2014	1	----	20000
	Total number of students got placement		110		

Note: All the selected students will have the above mentioned package plus boarding and lodging free.

Number of schools visited: 13
Number of trainees placed: 110
Number of students willing to pursue higher studies and research : 85
Placement Percentage: (110/115)*100=96.49 %

Placement Details for 2014-15

Sl. No.	Name of the School	Date of Interview	Number of Students Selected	Minimum Salary per Month	Maximum Salary per Month
1	Delhi Public School, Qatar	08/10/2014	1	60000	95000
2	Indian School, Saudi Arabia	10/11/2014	1	50000	90000
3	United Kingdom	09/12/2014	1	75000	105000
4	A.K.T. Mat. Hr. Sec. School, Kallakurichi	08/01/2015	14	12000	24000
5	Saracens Mat.Hr.Sec. School, Madurai	04/02/2015	21	8500	12000
6	Guhan Matriculation School, Madurai	06/02/2015	2	8000	11000
7	SRV Hr. Sec. Schoool, Rasipuram	12/02/2015	11	12000	25000
8	Keren Mat. Hr. Sec. School, Madurai	13/02/2015	4	10000	17000
9	SBOA Mat.Hr.Sec. School, Madurai	14/02/2015	3	10000	12000
10	Tagore Mat. Hr. Sec. School, Madurai	15/02/2015	2	8000	10000
11	Asian Mat. Hr. Sec. School, Melur	16/02/2015	2	8500	11000
12	Lakshmi School, Madurai	17/02/2015	5	9000	11000
13	Mahatma Mat. Hr. Sec. School, Madurai	25/02/2015	2	9000	12000
14	Maruthu Rukmani Mat. Hr.Sec. School, Madurai	03/03/2015	6	8500	12000
15	Queen Mira International School, Madurai	04/03/2015	4	10000	13000
16	Ramco Cements Schools	06/03/2015	4	10000	13000
17	Jeevana Schools, Madurai	09/03/2015	1	8000	13000
18	MKR Ayya Nadar School, Madurai	12/03/2015	2	8000	11000
19	SPJ Mat. Hr. Sec. School, Madurai	13/03/2015	3	9000	13000

Sl. No.	Name of the School	Date of Interview	Number of Students Selected	Minimum Salary per Month	Maximum Salary per Month
20	Jain Vidyalaya, Madurai	15/03/2015	19	8500	12000
Sl. No.	Name of the School	Date of Interview	Number of Students Selected	Minimum Salary per Month	Maximum Salary per Month
21	Siddhu Mat. Hr. Sec. School, Madurai	17/03/2015	2	8500	11000
22	A.J. Mat. Hr. Sec School	18/03/2015	2	9000	11000
23	Thaai Mat. Hr. Sec. School, Vadippatti	23/03/2015	5	9000	12000
24	Ananth Memorial Mat. Hr. Sec. School, Madurai	25/03/2015	4	8500	10000
25	V.K.S.Academy, Usilampatti	24/03/2015	2	9000	11000
26	Mount Litera Zee School, Rayapuram, Madurai	28/03/2015	2	8500	10500
27	Mary Ann Mat. Hr.Sec. School, Madurai	04/04/2015	4	9000	12500
28	S.E.V.Mat. Hr. Sec. School, Madurai	08/04/2015	3	9000	10000
29	Leaders Academy, Karaikudi	10/04/2015	4	9000	12000
30	Devasahayam Mat. Hr.Sec.School, Madurai	15/04/2015	2	8000	10000
31	St.Joseph Mat. Hr. Sec. School, Manamadurai	13/04/2015	3	8000	10000
32	Rotary Lahary Mat. Hr. Sec. School, Madurai	15/04/2015	3	9000	11000
33	Fuscos Mat. Hr. Sec. School, Madurai	18/04/2015	1	9000	11000
34	Velammal Mat. Hr. Sec. School, Madurai	18/04/2015	1	8000	12000
35	Crescent Mat. Hr. Sec. School, Madurai	27/04/2015	2	8500	13000
36	St.Joseph Mat. Hr. Sec. School, Madurai	27/04/2015	2	9000	11000
	Total number of students got placement		150		

Note: All the selected students will have the above mentioned package plus boarding and lodging free.

Number of Schools visited = 36

Total Number of trainees placed : 150

Number of trainees willing to pursue research: 8

Number of trainees willing to higher studies : 37

Percentage of Placement (150/154) * 100 = 97%

Note: In year 2105-16 there was no placement services since the duration of the B.Ed Programme becomes two years, this year only we are providing placement services.

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

Details of difficulties faced by the placement cell:

- After the selection of student teachers, school authorities insist the students to submit original certificates immediately.
- Students got placement in more than one school.
- Few students do not wish to join the school after selection.
- School authorities conduct the interview on working hours.

Steps to overcome these difficulties:

- The school authorities are requested to provide at least a period of one month's time to submit the original certificates.
- Students are asked to select the school of their first choice and then two more schools only.
- Prior to the campus interview students data regarding those who need placement are collected so that they can alone attend the interview.
- Adjustments are made to attend the interview in working hours.

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

Most of the practising schools allotted are Corporation schools, Government and aided schools. Appointment in these schools are made only with the prescribed qualification and who cleared the TET, CTET and TRB examinations in addition to the registration of employment exchanges. However, Thiagarajar Model Higher Secondary School, which is attached to our college, gives priority to our students for placement.

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

Our management officials encourage and support the placement cell and the students to utilize the facilities provided by the placement cell. The expenses towards the conduct of campus interviews are borne by the management. The management provides required classrooms, refreshments, lunch, stationery for the school authorities who come to our college to select the students according to their requirements. Also our management provides sufficient human resources to communicate with the schools through postal and through email. Classrooms are provided with LCD projector to present with power point presentation to both the students and the school authorities.

5.2 Student Support

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

Before the commencement of the academic year, the principal and the staff members have detailed discussions and after that the academic calendar is prepared. In the academic calendar total number of working days, monthly working days, holidays, unit tests, local function celebration days are mentioned for the particular academic year. Before preparing the academic calendar the feedback on the activities of previous years is taken into consideration. Activities to be implemented by staff-in-charge are decided in the staff meeting.

In the staff meeting conducted periodically, discussions are made regarding the implementation of the activity programmes. The progress of the curricular, co-curricular and extra-curricular activities is periodically evaluated through the lesson plans, assignments, seminars, power point presentations submitted by the staff members in the digital mode. The problems faced by the staff members in implementing these activities are revised and resolved to fulfil the objectives and effective implementation of the curriculum.

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

The curriculum is designed by Tamil Nadu Teachers Education University . As per this university norms, visually challenged students are exempted from doing practical work in

psychology and scribes are arranged from nearby college of National Service Scheme wing. Classrooms are arranged to suit the needs of physically challenged students and based on their requirements.

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

Our college has an effective mentoring system in helping the students to understand their problems individually. Each staff (mentor) is allotted with equal number of students from different subjects for guidance and counselling. Periodic meetings are conducted by the staff members at their convenient time to meet students' grievances and requirements to solve students' problems, if any. The proceedings of the meeting are recorded and reported to the head of the institution.

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?

Our institution has good traditional and technological facilities for the use of faculty members to enhance their teaching competency. The institution has the facilities such as classrooms with ceiling mounted LCD projectors, Over Head Projector, interactive board, green glass board, bulletin board, comfortable seating arrangements with audio equipments, science laboratories, mathematical laboratory, language laboratory, computer laboratory with internet connection, individual computer with internet facilities and individual cabin for staff members, well equipped library, remedial teaching class room, educational technology room with video conferencing facility, counselling cell, arts and crafts room to prepare teaching materials. Faculty members are encouraged to participate seminars, workshops, conferences and faculty development programmes. They are also encouraged to participate in research colloquium organised in the college. The institution has career, counselling and remedial cells with sufficient reading materials, computer CDs and internet connections. Staff members are instructed to diagnose students problems and to find out relevant remedial measures within their class hours or in the convenient time .

Mentoring activities for students:

Each staff member is allotted a minimum of 10 students to identify their strengths and weaknesses and opportunities to lift them up. The mentors can freely meet their wards at their convenient time or wherever needed. Mentors are instructed to conduct periodical meeting with

their wards to discuss and identify their difficulties and to take remedial actions. This report is submitted to the principal. (Appendix -45)

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?

The institution has the website: http//tcp.ac.in. This website shows the location of the college, establishment, vision, mission of the institution, founder's details, and information about the principal, faculty, college committees, admission procedure, fee structure, subjectes offered, infrastructure facilities, placement services, extension activities, co-curricular, extra-curricular activities, monthly articles, e-journal, etc. Updating is done if it is needed.

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

The institution has an outcome based remedial programme under respective subject staff members, co-ordinated by Mrs.M.A.Muniyammal, a senior staff member. Academically low achievers are identified by their performances and with an input from their self report. They are periodically monitored and evaluated with regard to test performance and learning difficulties. Constant feedback is given to them to raise their performance level. Separate time table is allotted for remedial programme. The remedial cell is equipped with reading materials by different authors for different subjects, question bank, educational CDs and computer with internet connection. This programme is funded by UGC.

5.2.7. What specific teaching strategies are adopted for teaching (a) Advanced learners and (b) Slow learners?

Advanced learners are identified by past performance, challenging assignments, opinions of the peers, teaching staff members and their participation in all the activities. They are made to involve themselves actively in organizing and participating group discussions, debates, seminars, conferences by providing extra study materials, journals and publications. They are monitored and rewarded suitably to develop their skills towards excellence.

Slow learners are identified from their performance, activities and the cause for slow learning is found out entrusting through a variety of assignments. To overcome the learning difficulties they are provided with guidance and counselling, needed study materials and group learning techniques. They are evaluated periodically through oral tests and very short written tests by providing individual attention. They are also asked to make use of the remedial classes.

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

Guidance and counselling cell is functioning in our college and is co-ordinated by a teaching staff handling the psychology subject. Lectures and group discussions are organized on how to become a quality teacher, how to face interview, how to prepare for competitive examinations. Individual and group counselling is offered through guest lectures by qualified psychologists, medical practitioners, subject experts and persons from human resource departments. Training is given in Communicative English to identify psychological problems of students and resolving strategies. Students performance, their attitude, aptitude and their involvement are measured with effective counselling. Visits to special schools are also arranged. This guidance and counselling cell is funded by UGC.

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?

Grievance redressal cell is functioning under a teaching staff with the guidance of the principal and with the assistance of respective staff members. Monthly meeting is conducted to address the grievances of students. Feedback and redressal are made effectively to the satisfaction of all students in a transparent manner. Feedback from the parents are also got during the PTA meetings. The management also audits through ISO system to find out the gap between the grievances and the redressal. Grievance register is being maintained and as of now there is no major grievance reported and redressed.

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

Students' progress is periodically monitored through their performance in curricular, co-curricular and extracurricular activities such as unit tests, revision tests, university model examination, utilizing library, internet, participating in discussions, seminar, quiz programme, workshop and feedback. Results of every test is analysed and inferences are made through result analysis prepared by the respective staff members. Feedback is provided to individual students and to their parents. Gifted students are identified and provided with enriched study materials on par with their curricular and co-curricular performance. They are utilized to train their peers. Periodic interaction with all the students are carried out to ascertain their views and feedback to redesign the programme for better monitoring.

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

Before the commencement of practice teaching, students are provided with proper skill and training activities. These include life skill and communicative skill lectures, content analysis of school text books of their respective subjects, practicing micro-teaching skills, mini-teaching skills, lesson plan writing, demonstration by senior school teachers, simulated teaching, observing the peer teaching, model teaching in Thiagarajar Model Higher Secondary School and workshop on preparation of teaching-learning materials.

Follow-up support during practice teaching includes teacher educators visit to allotted schools, observation of students' lesson plan and teaching materials and providing necessary guidance. Teacher educators maintain a practice teaching diary to take follow-up measures in the next visit to schools. Follow-up action is made from the feedback given by the respective guide teachers and the head of practice teaching schools. Students are instructed to prepare observation record, daily lesson plan, action research record, case study record, psychology practical record, physical education record and achievement test record. If practice teaching school declares holiday on Saturdays, students are asked to come to college to address their difficulties and they are provided with necessary suggestions to improve their practice teaching.

5.3. Students activities

5.3.1. Does the institution have the Alumni Association? If yes, 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.

Alumni Association is functioning in our college from the year 2004. Office bearers for the academic year 2016-17 were elected on 14-01-2016 and the details are given below:

President	:	Shri. M. Kandaraj
Vice-President	:	Shri: S. Swaminathan
Treasurer and Secretary	:	Dr. V. Rajayokiam, Principal
Joint Secretary	:	Smt. S. Kumarambal
Joint Secretary	:	Shri. T. Ramesh Babu

Members:

1. Dr. S. Vincent
2. Shri. Santhosam Dharmaraj
3. Smt. T.N. Thangasubha
4. Shri. N. Shankar
5. Smt. A. Packiathai
6. Shri. R. Sivakumar
7. Shri. S. Silambarasan
8. Shri. K.Karthick
9. Shri. T. Balasundar
10. Shri. S. Pandi Prabhu

List of top ten alumni occupying prominent position:

1. Dr.V.Rajayokian, Principal, Thiagarajar College of Preceptors, Madurai
2. Dr.N.Nachimuthu, Director of Public Instruction, Chennai
3. Dr.S.Sathiagirirajan, Retd, Director, Academic Staff College, Madurai Kamaraj University, Madurai
4. Dr.S.Vincent, Retd. Principal, Arulandar College, Karumathur
5. Shri.D.Hariharan, CEO, Department of School Education
6. Shri.N.S.Kubendran, DEO, Department of School Education
7. Smt.K.Rajeswari, Professor, Mother Teresa women's University, Kodaikanal
8. Shri.S.Jeyakumar, CEO, Virudhunagar
9. Shri.S.Jeyaraman, Retd. Head Master, Thiagarajar Model Hr.Sec.School, Madurai
10. Dr.N.Ramakrishnan, Professor, TNTEU, Chennai

Activities of Alumni Association in the academic year 2015-16:

- General body meeting is held on 13-01-2016

- Pongal day is celebrated on 13-01-2016

- College toppers are given cash awards during the college annual day.

- Alumni address to motivate the present students on 16-02-2016

Activities of Alumni Association in the academic year 2016-17:

- General body meeting is held on 24-07-2016

- Alumni Dr.S.Vincent addressed the current students on 15-01-2017

- Pongal day is celebrated on 13-01-2017

- Sports competition for alumni is conducted on 13-01-2017 and prizes are distributed for winners

Contribution of alumni to the growth and development of the institution:

Sl.No	Year	Contribution	Amount Rs.
1	2012-13	Best student cash award Purchase of Furniture	1000 28800
2	2013-14	Best student cash award Purchase of Kuthuvilaku	1000 6229
3	2014-15	Best student cash award Purchase of plastic chairs Purchase of classroom mike Purchase of Garden materials	1000 49000 8100 2050
4	2015-16	Best student cash award Purchase of furniture	1000 46875
		Total Amount of contribution	145354

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.

Our college provides various extracurricular activities to develop the overall skill of students.

These activities include guest lectures of expert educators, reading reference books from the library, participating in the life skill programme, cultural activities, health and hygiene programme, yoga training, literary association meeting, group discussions, sports and games activities.

Based on the abilities, aptitude and interest of students staff members encouraged them to participate in the above activities. Sectional association meetings are conducted periodically in which students co-ordinates and organises the programme. Various activities such as power point presentation, debates and quiz programmes, skit and subject related articles are performed in sectional association meetings. Students are sent to other institutions to participate competitions, cultural activities and sports events. Our students participated in the zonal level sports events conducted by Tamil Nadu Teachers Education University in the year 2015-16 and got prizes and certificates. Students co-ordinated and participated in cultural activity conducted every year during national celebration days and festival days. Citizenship Training Camp is conducted including activities such as Yoga training, First Aid lecture cum demonstration, Fire fighting demonstration, Anti-Corruption lecture, Human rights discussion, Traffic rules and Handling accident situations, Consumer Awareness programme, Role of citizen in controlling Global Warming. Sports and games activities are conducted in the college separately for men and women, prizes and certificates are given to winners during the college annual day celebration.

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.

Students are encouraged to publish articles in sectional association meetings, in the bulletin board which is available in each classroom, seminars, college magazines, e-journals of our college, workshops, projects and conferences. They participated in inter-collegiate essay competitions and published their articles. Students display their articles, news clippings, sketches, drawings, anecdotes, subject articles, etc., in the bulletin board. **5.3.4. Does the institution have a student council or any similar body? Give details on constitution, major activities and funding?**

In partial fulfilment of UGC regulations, our college has student union which functions effectively to liaise with students, staff members on academic and administrative matters, to utilize the potential of each student.

Constitution of Union Council:

The head of the institution is the president of the council and the senior most staff member from the respective department is the vice-president. A secretary and a joint secretary and two sectional representatives for each department is elected from among students. As the B.Ed course is of two years, the elected office bearers hold the position for the period of two years.

List of student council member for the year 2015-17:

Second year 2015-17(Two Years Course)

Sl.No	Position in the Council	Name of student
1	Secretary	S.Vasanth Vigneshwarsn / N.Rekha
2	Joint Secretary	R.Kalaiselvi / M.Manimaran
3	Sectional Representatives Tamil	M. Ramalakshmi
4	English	R.Sumithra / K.Dhanalakshmi
5	Mathematics	P.Bharathi / N.Gracy Mary Francis
6	Physical Science	B.Jeyagowri / L.Rajeshwari
7	Biological Science	M.Dinesh Perumal / K. Jeya Evangeline
8	Computer Science	R.Umamaheswari
9	Commerce	L.Sathyapriya / M.Karpagam

First Year 2016-18 (Two Years Course)

Sl.No	Position in the Council	Name of student
1	Secretary	N.Nagimabanu / S.Thahira
2	Joint Secretary	P.Anjush Kumar / J.Pattu Raja
3	Sectional Representatives Tamil	P. Sivasankari
4	English	G.Divya / R.Abirami
5	Mathematics	P.Priyanka / J.S.Venkatakrishnan
6	Physical Science	L.Vetriselvan / K.Abinesh
7	Biological Science	A.Duraipandi / S.Janakisubalakshmi
8	Computer Science	K.Nivedha
9	Commerce	G.Padmanaban / K.Priyadarshini

Major activities and funding for the students council:

In the sectional association, minimum six meetings are conducted. Subject experts are invited to deliver special lectures in inaugural meeting. Group discussions, debates, power point presentations, skit and oral competitions are conducted in these meetings. Subject toppers are given prizes and certificates in the college annual day. Expenses to conduct the meetings are borne by the management.

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

In the academic and administrative bodies students representation with their names are given below. The sectional association activities are organised by students led by the secretary and joint secretary in consultation with the principal and the staff in-charge.

Two students ,the staff in-charge and staff representative attend the budget meeting held for spending the special fees for the following departmental activities.

Sl.No	Departmental Activities / Position	Name of staff / student representatives
1	**Library** Staff in-charge Staff representative Student representatives	 Mrs.M.A.Muniyammal Dr.M.Maruthavanan Mr.S.Vasanth Vigneshwaran / Mrs.N.Rekha
2	**English Language Laboratory** Staff in-charge Staff representative Student representative	 Mrs.P.Sophia Mesalina Mr.C.Muthukrishnan Mr.N.Jegadeeswaran / Ms.T.Nithya
3	**Mathematics Laboratory** Staff in-charge Staff representative Student representatives	 Dr.K.Kumaresan Mr.S.Anbalagan Mr. P.Anantharaman / Ms.P.Priyanka
4	**Physical Science Laboratory** Staff in-charge Staff representative Student representatives	 Dr.M.Maruthavanan Mr.K.Thangavel Mr.M.Senthil Kumar / Mr.P.Suresh Kumar
5	**Biological Science Laboratory** Staff in-charge Staff representative Student representatives	 Mrs.N.Jeyapriya Dr.M.Maruthavanan Mr.P.Dinesh Perumal / Ms.M.Jeya Evangeline
6	**Computer Laboratory** Staff in-charge Staff representative Student representatives	 Mrs.R.Prasitha Indumathy Mr.K.Thangavelu Mr.S.Sudhakar / Mrs.N.Rekha
7	**Arts and Crafts** Staff in-charge Staff representative Student representatives	 Mr.K.R.Udhaya Kumar Mrs.M.A.Muniyammal Ms.S.Vinotha / Mr.F.Raja Mohamed
8	**Audio-Visual** Staff in-charge	 Mr.K.Thangavel

	Staff representative	Mrs.R.Prasitha Indumathy
	Student representatives	Ms.S.Bharathi / Ms.M.Rajeswari
9	**Students Amenities**	
	College Union Secretary	Mr.S. Vasanth Vigneshwaran
	College Union Joint Secretary	Mr.M. Manimaran
10	**Students Aid Fund**	
	College Union Secretary	Mr.S.Vasanth Vigneshwaran
	College Union Joint Secretary	Mr.M.Manimaran

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?

Recently graduated students and alumni communicate our college through our college email id: tcpmadurai9@gmail.com, by giving feedback of the academic and administrative performance of the institution. They enter in email their views and valuable suggestions on the activities conducted for the improvement. We also seek data and feedback from graduates during their visit to get diploma certificates and through alumni association meeting. Feedback from our employers is also considered to plan the growth and development of the institution.

CRITERION VI
GOVERNANCE AND LEADERSHIP

6.1. Institution Vision & Leadership

6.1.1. What is the institution's stated purpose, Vision, mission & values? How are they made known to the various stakeholders?

The vision of the institution is stated as

"Thiagarajar College of Preceptors has the vision of generating preceptors with cognition, values and skills towards Nation building."

The mission of the institution is stated as

"Thiagarajar College of Preceptors strives ever towards developing highly self-motivated, intellectually competent, personally committed, socially responsible, emotionally stable, spiritually inspired and ethically inclined preceptors who will be role models to the student community and the society. This terminal behaviour will be effected through inculcation of values and skill – based high quality education and training necessary to teach, train and transform school students for employment and further studies."

Quality Policy

Thiagarajar College of Preceptors is engaged in imparting "Quality Education and Training" in the field of Teacher Education. It aims to be the institute of excellence in education through continual improvement. It also caters to the educational needs of our society by providing innovative solutions through consultancy and specially designed training packages. Thiagarajar College of Preceptors facilitates faculty and support staff to work together as a team keeping high ethical standards in all activities and update their knowledge, skill to match the educational requirements and technological development."

The objectives of the institution are stated as

- Giving Competency based education and training to the students.
- Maintaining continual improvement in academic aspect.
- Involving Faculty and support staff in all activities.
- Upgrading the competence of faculty and support staff.
- Involving students totally.
- Utilizing resources to the optimum extent.
- Interacting with other institutions.

The values of the intuition are stated as

We are honest and loyal with merit based traditional conviction keeping integrity and responsibility towards education.

We, Thiagarajar College of preceptors, are hard working and committed student teachers.

We inculcate personal, human and social values.

We respect religious values which facilitate the development of spiritual and moral values.

We impart instruction and display values for the individual and National development to face the global challenges.

These statements are printed in college calendar which is given to every students and staff. They are also displayed in different places of the building. They are also included ISO documents.

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

Yes, the mission focuses on the goal and objectives to produce preceptors who are socially responsible, intellectually competent and value oriented. The mission focuses on empower and enlighten the prospective teachers in pursuit of excellence. The mission states the objectives of developing soft skills, life skills and technical skills for effective teaching profession. The mission statement also expresses the development of civic awareness, social awareness, community services and socially responsible preceptors who will definitely do justice for society. The mission also inculcates and practice social values, moral, ethical and human values among prospective teachers.

6.1.3. Enumerate the top management's commitment, leadership role & involvement for effective & efficient transaction of teaching & learning process [functioning & composition of various committees and board of management, BOG, etc.]

The Manickavasagam charitable trust runs the college. The college committee is formulated including one president, two management representatives, principal and senior faculty. The policy decision, building expansions, Quality improvement, introduction of new courses, solving problems, appointments, grievance redresses are all the duties and responsibilities of college committee. The committee also monitors the total quality of the academic & administrative

progression. Management provides all the necessary support for effective and efficient functioning of the institution.

The Principal deputes responsibilities to staff as in-charge of duty based on the ability and interest of the faculty. As a B.Ed., college it is a single faculty department as the one staff member undertakes more than one responsibility.

Teacher In Charge of Duties & Responsibilities

Time table	:	Mrs. M. Muniammal Mrs. R. Kohila Devi
Academic calendar	:	Mr. K. Udayakumar Dr. M. Marurthavanan
Model School Teaching Practice/ Demonstration classes / Tuitoring / Simulation Teaching	:	Dr.M.Marurthavanan Dr.V.Rajayokiam Dr.K.Kumaresan
Pre-teaching practice	:	Mrs. M. Muniammal Mrs. R. Kohila Devi
Teaching practice details	:	Mrs.M.Muniammal Mrs. R. Kohila Devi Mrs.B. Amali Prabha Mr. Thangavel
Functions and Celebration	:	Mrs. T. Renuga Devi Mrs.R.Kohila Devi Mrs.B. Amali Prabha
Faculty development programme	:	Mr.K.Thangavel
Training for non teaching staff	:	Dr. M. Marurthavanan
Teaching aid preparation	:	Mr. K. Udayakumar
Senior teacher Demonstration	:	Mrs.B. Amali Prabha Mrs.T. Renuga Devi
Examination	:	Dr.K.Kumaresan Mrs. M. Muniammal
Bridge Course	:	Mrs. R. Kohila Devi
Online test	:	Mrs.R.Prasitha Indhumathy Mrs. N.Jayapriya
Extension activity	:	Dr.M.Marurthavanan Mrs.R.Prasitha Indhumathy
Camp activity	:	Dr.K.Kumaresan
Remedial Teaching	:	Mrs. M. Muniammal Mrs. R. Kohila Devi
Placement	:	Dr.K.Kumaresan Dr.M.Marurthavanan
Language Laboratory	:	Mrs.R.Prasitha Indhumathy
IQAC	:	Dr. M. Marurthavanan Mrs.M. Muniammal

Principal takes the overall leadership guiding the staff, getting the feedback coordinating the programmes, activities, supervising curricular and co-curricular activities and giving suggestion for improvement.

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

The institution has well designed roles and responsibilities for the principal, faculty members, administrative staff and ministerial staff. The roles and responsibilities are designated through circulars and orders. Management also communicates the responsibilities through circulars & personal interactions as and when required. In the beginning of the academic year, the head of the institution allots the various portfolios to the faculty members. During the staff meetings, the roles and responsibilities are reinforced and also monitored. The academic policy matters and decisions are communicated to the staff from time to time.

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

Secretary visits our college periodically and receives information from the principal. Administrative officer and accounts officer appointed by the management give information about the activities to be carried out and feed back for the same are communicated day-to - day through electronically. The Principal communicates to the management the information received through the feedback as and when it is required. (The formal & informal interaction between management and the staff also provide an opportunity for communication.) College day report is carefully scrutinized by the secretary for the further actions to be taken in the fourth coming years. Management administers questionnaires to students upon teachers and made analysis. Management review meeting is conducted once in three months with management representatives and with all staff. During that time, the progress of the academic activities are reviewed by the members.

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

The institution identifies the barriers in achieving the mission, vision and goals of the institution through the feed-back received from the students. The administrative officers interview the needed staff or otherwise, principal conveys management appropriately. If needed they are solved with the intervention of the college secretary along with the report by e-mail to identify and reddress the weak areas for feedback. The feedback received from various stakeholders like parents, alumni, practice in teaching schools principal and teachers is also utilized for identifying the barriers. The sharing of experiences of the faculty members in achieving the goals of the institution also provides an insight in identifying the barriers. IQAC, ISO Governing council, regular staff meeting and the discussion on the academic activities throw light on the barriers that come in the way of achieving the goals. The college day report itself is a tool to identify the lacuna in college function. Feedback received from the above sources is reviewed, analyzed and necessary decisions are taken to overcome the barriers.

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

The management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional facilities through its transparency. It encourages the staff for the professional growth and the development of faculty members are felicitated for their achievements, academic contribution to the institution producing centum results. Monetary benefits are given as a token of appreciation. Management has given full academic freedom to the staff and also maintains transparency. It never interferes in the college activities unnecessarily. It allows staff members for research activities & attending seminars. It never hesitates to provide infrastructure facilities required for effective transaction of content. Freedom is given for given better practices.

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

The head of the institution as a leader provides effective leadership to lead the faculty members and students for the smooth functioning of the institution. Head of the institution delegates responsibilities based on the knowledge, abilities, experience and skills possessed by the staff. The duties are allocated in a democratic way. Periodic checking, correction & guidance

were given. At the outset work load is meticulously planned and regular time table is prepared. The principal conducts regular staff meetings for planning & implementing all activities. The principal reviews the attendance register of staff & students and in the absence of a teacher, substitution work is carried out.

The staff and students are provided with all the instructional resources accessible and are encouraged to utilize the resources for the academic growth. The requirements of the resources are identified and efforts are made to procure them. The staff members are made responsible to maintain the stock registers of the resources available and stock verification is carried out periodically. Librarian takes care of the library resources and their utilization.

The head of the institution manages the non-teaching staff also by allocating duties & responsibilities. All the administration activities are monitored on daily basis. They are guided to work as a team.

Computer plays a vital role in the administration & governance. All staff members use computer considerably.

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 examination during the last year.

The institution has formed the following committees allocated with duties:-

Career and Counselling Cell , Grievance redress cell, Anti ragging committee, Consumer awareness club, Red ribbon club, Extension activity club, Personal counselling , Academic guidance and counselling, Grandpa and Grandma committee, Human rights cell, Eco club, Youth red cross, Parents teachers association, Alumni association, Research , Women development cell, College medical centre.

Career and Counselling Cell

Career and counselling cell is functioning under the co-ordination of Mrs. R.Kohila Devi, assisted by Mr. K. Tangavel. The programmes organized are Interview skills-to be a good teacher, how to prepare for competitive exam, leadership skills, orientation programmed on need

to identify the students with psychological problems and training to overcome the psychological problems.

Grievance redress cell

Grievance redress cell is coordinated by Mr. T. Gnanaprakasam and Mrs.Muniammal. The cell takes care of student's requirements and their problems. In the case of major issues the principal is sought for help. Till now no major issues were met with Suggestion box is put up in the corridor visibly.

Anti Ragging Committee

Anti ragging committee was constituted as result of the instruction given by the commissioner of police. Mrs. T. Renuga Devi is the coordinator. The statement regarding the anti ragging act is displayed prominently in the campus. No problem was faced till now.

Consumer awareness club

Consumer awareness club is organized and coordinated by Mrs. B. Amali Prabha Asst.professor of commerce and Mrs. N.Jayapriya Asst.professor of Biological science. The guest lectures on consumer rights and awareness were given by eminent persons.

Red ribbon club

Red ribbon club is coordinated by Mrs.Muniammal Associate professor of History and assisted by Mr. S.Gopalan Asst professor of Maths.The club organizes AIDS awareness programme and interactive classes with HIV positive individual. (Appendix-46)

Extension activity committee

Extension activities are coordinated by Dr. M.Maruthavanan Asst.professor of Physical science and Mrs. Prasitha Indhumathy Asst.professor of Education. The activities are planned in consultation with the head of the institution; the schedule is prepared after finding out the availability of the beneficiaries.

Personal counselling

Personal counselling cell is coordinated by the faculties Mrs. Prasitha Indhumathy and Mrs. N.Jayapriya. The activities are, "Experts lectures to eliminate stress, strain, depression, emotional imbalance etc., of student teachers".

Academic guidance and counselling

Academic guidance and counselling cell is organized by Mrs. Prasitha Indhumathy and Mrs. N.Jayapriya. Academic counselling is given to students who obtain marks below 50% .They are counselled to overcome academic problems.

Human rights cell

Human rights cell is coordinated by Mr. S. Anbalagan and Mr.K.Thangavel. Guest lectures are arranged to make the students aware of their roles, responsibilities and rights.

Eco club

Eco club is coordinated by Mrs. Prasitha Indhumathy and Mrs. N.Jayapriya. The activities of the club to develop the environmental awareness of students and teachers so that they cope up with environment and build a eco friendly atmosphere.

Parent's teacher association

Parent's teacher association is organized by Mrs. B.Amali Prabha and Dr. M.Maruthavannan. Through the association Parents teachers meeting is arranged to discuss about the attainment of students and also feedback is collected regarding the development of the institution.

Alumni Association

Alumni association is organized by Mr.S.Gopalan. Through this forum old students of the college met early once in order to maintain a good rapport with them and make them effectively contribute for the institution development.

Research

Research association is coordinated by Dr.M.Maruthavannan and members are Mrs.R. Prasitha Indhumathy and Dr.K.Kumaresan. Activities are carried out in order to develop the research interest of faculty members. The association organizes research colloquium in every month in order to bring the effective participation of faculty members.

Women Development Cell

Women development cell is coordinated by Mrs.N.Jayapriya and Mrs.M.Muniammal. The association organizes guest lecture on women health problems and remedies, women empowerment, entrepreneurship training etc., (Appendix-47)

College Medical Centre

The college medical centre is organized by Dr.V.Rajayokiam. The center will take care of student's health and their psychological problems under the guidance of   Dr.R.Kalai Rajan MBBS, Gov.Hospital .

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

The institution is run by Manickavasagam charitable trust. Thiru. Manickam Ramasami B.Tech is trustee of the charity. The college is administered by college committee (Ref. Website) constituted by Chairman, Secretary, Management representatives. College committee takes main decision & policies. The trust has appointed administrative officer & accounts officer to assist in the smooth running of the institution. The principal is appointed by the committee adhering to the procedure. Principal heads the teaching staff and non-teaching staff. The academic body includes all teaching staff and administrative body including ministerial staff.

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

The Manickavasagam charitable trust runs the college committee which is formulated with one president, two management representatives, principal, senior faculty. The administrative activities like affiliation, admission, approvals, examination, scholarships, faculty appointments, accounts, maintenance of records, salary, Government related works,policy decisions, building expansions, introduction of new courses, solving problems, grievance redress etc, are all the duties and responsibilities of the college committee. The meeting is convened maximum three times per year and resolutions are passed forthwith. Every staff is held accountable for the responsibilities allotted to them. The principal does the overall supervision.

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

The institution collaborates with practice teaching schools to carry, practice in teaching programme. Invite experts from various neighbouring colleges, universities, retired educationist, chief educational officer, academicians for guest lectures. The institute collaborate with schools to organize demonstration lessons for students. The Matriculation and DIETS are linked by exchanging the staff. Our staff also provides their expertise to DIETS & schools at their request (**Photos: Guest lecture)**.

6.2.5. Does the institution use the various data & information obtained from the feedback in decision making & performance improvement If yes. Give details?

Yes, the institution uses various data & information from the feedback. The information received through feedback is used in improving strategies of teaching, adopting better methods for teaching & learning, providing infrastructural facilities teaching disciplinary measures and allocation of roles and responsibilities. It is also used to provide more opportunities for staff professional development, developing ICT skills, and to provide guidance & counselling to student teachers to follow up.

6.2.6. What are the institutions initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty, [Skill sharing across departments, creating/providing conducive environment].

There is freedom to share knowledge and skills among staff and students. The institution has framed common time- table for micro teaching to inculcate training for the students adopting team teaching (**Appendix: Microteaching)**. The faculty proficient in statistics or mathematics handles test & measurement classes for all students together. The faculty with expertise in any one skill will be demonstrating to all students. Arts & craft instructor helps the staff in preparing teaching aids like charts, OHP transparencies, models etc. He addresses all students & provides guidelines in preparing teaching aids (**Appendix: Art and Craft)**.

The faculty of the education technology assists other members to use power point presentation. The faculty of the education technology assists other members in handling interactive white board, smart board and setting LCD projector.

All staff members learn browsing internet and sending lesson plan through e-mail and to prepare result analysis in computers. In research colloquium the staff members share their ideas

and knowledge related to research. The faculty of psychology guides other members in utilizing the tools available in the psychology laboratory. The faculty well versed in computer assists office staff without any hesitation.

6.3. Strategy Development & Deployment. Has the institution an MIS in place, to select, collect align and integrate data & information on academic and administrative aspects of the institution?

The academic & administrative data are stored right from admission with result analysis either in the form of folder or CD's for future use. There is no specific, Management Information System (MIS) but faculties store the course plan, hand outs, lesson plan, seminar topics, assignment topics, question papers, association activities etc, in the computer for retrieval at any time. They are also stored in CD.

The administrative details are also stored in CD's. There is a special database in library. In library bibliography catalogue and location of the books can be sorted out.

6.3.1. How does the institution allocate resources [human & financial] for accomplishment and sustaining the changes resulting from the action plans?

Whenever the faculty members are on leave or on OD the arrangements for the substitution are made for the smooth functioning of the institution. A slight change in the time table carried out occasionally at the time of arranging guest lectures. Financial allocations are planned by preparing the budget in the beginning of the academic year. When the need arises for the field visit, remuneration for senior teachers, conduct of interview, upkeep works there will be slight modification made in the financial allocation based on the request.

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

Finance allocated under different headings for carrying out academic activities are utilized judiciously to reach the goals. Every year budgeting (Appendix-48) is done by the administrative officer in consulting with principal who in turn consults the staff whenever needed on request, the finance is released. In their case of human resources the menial workers are out sourced and monitored. Regarding the appointment of teaching and monitoring positions are filled up according to the norms laid down by NCTE, Government of Tamilnadu and

university norms as soon as the permission is got from Government. In the case of management post the advertisement is given for the selection made by committee. The application of waitlisted and qualified candidates are kept in reserve to be used in future.

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 institutional academic calendar of events is prepared in the beginning of the academic year. Faculty members are involved in the planning & preparation of calendar of events. Practice teaching program is organized by obtaining permission from the authorities concerned and also in consultation with headmaster and senior teachers of the practice teaching schools. School headmasters and teachers are involved in allotting the topics to the student-trainees and in preparing practice teaching time table. Formal and informal meetings are held with school head master and teachers for smooth functioning of the practice in teaching programme. Regular visits are made by all the faculties. Feedback is obtained from the school personnel of the practicing schools to improve upon the inputs from the institution for better performance of the student teachers (**Appendix: Teaching practice feedback**). While preparing academic plan, the plan of previous year is considered The oral feedback is got from the staff members for all college activities like exams, teaching practice, celebrations, life skill classes, CT camp, extension activities, guest lectures, seminars etc, are born in mind and it is prepared by teacher in-charge then it is circulated among staff for revision refinement, recommendations and find academic plan is prepared.

6.3.4. How are the objectives communicated & deployed at all levels to assure individual employees contribute for institutional development?

Everybody is given with a laminated copy of the objectives. As a consequence of ISO certification, Management representative convenes meeting once in the three months and checks periodically the work done by every individual at academic level and administrative level.

To ensure that all the processes needed for the QMS, as per the requirement of ISO 9001:2015 reports to the top management about the performance and help of QMS to enable review which shall be the basis for the further improvement. To ensure that the customer requirements are known through the organization & ensure liaison maintained with external agencies relating to the QMS.

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

Till now vision, mission statements were not revised. Once in 3 months, physical checking is done followed by permitting a meeting to give feedback to the teaching and non-teaching staff.

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

The institution plans to implement & upgrade technology according to the arising needs. The institution has installed multipurpose interactive smart boards. Upgrade the computer laboratory with broad band connections and with latest software. Upgrade the audiovisual facilities with home theatres system. Installed CCTV, biometric for students, surveillance and high end camera.

The technology is freezed for all the administration related works. Smart boards are used for the curriculum transaction. Computer laboratory is used for training computer skills, to prepare PPT for seminars and preparation of reports. Language software is used to teach soft skills. Camera is used for preparing documentaries and then recording the various programmes of the institution and for taking photography for institutional documents.

6.4. Human Resources Management

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

Faculty is observed by the head of the institution. The needy staff is identified. Training is arranged for poor performers. Staff members may also ask for training in the new field. On observation when staff members were not confident of preparing power point, the training was given to them by lecture in computer science laboratory.

6.4.2. What are the mechanisms in the 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?

Teaching staff are assessed by the head of the institution using an observation schedule and feedback. At the end of the year the teachers are appraised through the feedback given by the

student (Appendix-49). The feedback is collected using a questionnaire. Peers evaluation of teaching is carried out and feedback is given immediately to the concerned staff (Appendix-50).

The institution has established the following mechanism for performance assessment of its faculty. The institution has adopted continuous and comprehensive assessment of the faculty by the staff appraisal method. The principal and the faculty members observe micro and macro orientations and demonstration lessons given by their colleagues. At the end of the demonstration and provide the feedback. The performance assessment of the faculty is done at the end of the every academic activity through questionnaires, rating scales and oral feedback. At the end of the academic year the students evaluates individual teacher educator's performance on different dimensions through a questionnaires. The students also provide suggestion for future improvements. The feedback obtained is analyzed and interpreted. This information is shared with the faculty members individually by the principal.

6.4.3. What are the welfare measures for the staff and faculty? [Mention only those which affect and improve staff well-being, satisfaction and motivation].

The institution sanction OD special leaves to the faculty members to attend the seminars and conferences for the paper presentation and orientation programs. ESI and PF facilities are available. The management will provide Rs 5000/ for Aided and Rs 10,000 / for Self finance staff Sons and daughters marriage and also Festival bonus is given to the faculty. Loan facility for the staff members are arranged by the management through the banks.

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

Training is given on academic auditing for teaching and non-teaching staff, Tamil language development, training on teaching skills, Yoga programme, Panache Maya Yaguna classes, awareness program on Vedic maths and short term course on research methodology (Appendix-51).

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 condition] and how does the institution

align these with the requirements of the statutory and regulatory bodies[NCTE, UGC, university etc].

Procedure Followed:

In the case of Aided course:

- Recruitment is based only on merit

a. The vacant post is indicated in the workload. The permission for filling up of the vacant post is got from the Director of collegiate Education, Chennai.

b. The list of the eligible candidates is got from the employment exchange and also advertisement given in the leading newspaper.

c. The applications thus received from the candidates are scrutinized for the specific qualification; experiences etc., against the specified requirement, the eligible candidates are called for personal interview.

d. The college committee and the selection board shall consist of the chairman, principal, Management representative and subject experts sponsored by university who shall be either from other colleges or universities.

e. The selected candidates shall be given appointment letters signed by the secretary.

f. On receiving the appointment letters, the candidates shall produce joining report at date of joining.

g. The selected staff has to be approved by the University for Qualification.

h. A reserve list of prospective candidates for faculty position is also prepared from the list of candidates interviewed, so that, in the event of selected candidates not reporting for duty, they can be given a chance.

i. Reported fresh staff shall be given rules and regulations of the institution.

Advertisement is given in the leading Newspaper:

For Additional Intake:

a.   At the end of each year, the principal shall review the staff requirements taking into consideration, the additional work level or staff leaving the institution. Principal shall forward the staff requirement details to the secretary.

b.   After consolidation of the requirement on various departments, the principal with the concurrence of chairman shall arrange for publishing advertisement in the newspaper, specifying the qualifications, experience and other required for the posts concerned and in the case of aided post the best is obtained from employment exchange.

c.   Before releasing the advertisements, the same shall be verified for compliance by the principal. (Appendix-52)

d.   The application is received from the candidates and after it was scrutinizing for the qualification, experience etc., against the specified requirements, the eligible candidates are called for personal interview.

e.   The selection board consists of the chairman, principal, Management representative and an expert from the university whom shall be either from other colleges or universities.

f.   The selected candidates shall be given appointment letters signed by the secretary.

g.   On receiving the appointment letters, the candidates shall produce joining report on the date of joining.

h.   The selected staff has to be approval by the University for Qualification.

i.   A reserve list of perspective candidates for faculty position is also prepared from the list of candidates interviewed, so that, in the event of selected candidates not reporting for duty, they can be given a chance.

j.   Reported fresh staff shall be given rules & regulations of the institution.

6.4.6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? [e.g : salary, structure, workload, specialization]

Part time staff is employed for physical education based on the qualification prescribed by the UGC, NCTE & university. Work load is 10 hours per week. He is given consolidated salary. The ministerial staffs are employed by out sourcing they are monitored by supervisor & principal.

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 advance study, research, participation in seminars,

conference, workshops, etc., and supporting membership and active involvement in local, states, national and international professional associations].

Management allows staff members to participate any educational programme and it does not interfere the staff in becoming the member of professional association. Management provides fund required for the staff development programme on the basis of needs.

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

The physical facilities provided to faculty members are well-furnished staff room with storage space, individual PC's with internet connection, telephone and intercom facility, white board & velvet board in each cabins, notice board, etc.,

The library has a good number of reference books and encyclopaedias. Faculty can use technology lab, language lab and psychology lab freely. Office is freely accessible to the staff. All classrooms are well furnished with ceiling mounted LCD projectors. Generator facility is available in case of power shutdown; purified water facility is available for drinking.

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

Complaint register is available in the office. The administrative office attends to all enquiries by the faculty and other stakeholders and provides necessary information. The administrative officer attends to the complaints, grievances of the faculty, stakeholders and pass on the information to the principal. The administrative office also attends to telephone enquiries and provides necessary information. The principal attends to the personal enquiries made by the faculty members, students, parents and other stakeholders. The institutions has also website and e-mail facilities for disseminating information. During staff meetings the staff grievances are addressed by the principal. Parent teacher meeting also helps to address the complaints.

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

Work load of the staff is as per the norms of the University/Government. Apart from regular work load reflected in the time table, the faculty members shoulder the responsibilities of extension activities, consultancy, and university examination assignments and participate in university academic related activities. Whenever they go out to seminar or from any other

college work they are permitted to go with the permission of head of institution and to enter in the movement register.

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

The staff members are appreciated by the head of the institution or administrative officer.

6.5. Financial Management Resource Mobilization.

6.5.1. Does the institution got 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.

Our college is Government aided college; Grants are received towards salary by the Government and also from UGC under differently. Money is spent from the tuition fee collected from the students of additional intake.

Nature of Grants	2014-2015	2015-2016	2016-2017
1. From Tamil nadu Govt. / Salary for Teaching Staff & Non teaching staff	Rs.81,51,913/-	Rs.89,26,875/-	Rs.101,73,377/- Up to February
2. Arrears from UGC	----	------	-----
3. UGC Plan Grant	Rs.40,32,136/-	----	-----
4. Tuition fees from student's of aided section	Rs.68,000/-	Rs.74,000/-	-----
5. Tuition fees from students of additional intake	Rs. 46,500/-	Rs. 46,500/-	Rs. 46,500/-
6. From distance education/University of madras.	------	------	-----

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

No donation is collected.

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

As the college is 60 years old the previous experiences and anticipatory programmes etc. Help in preparing a feasible budget. The day to day expenses are met out. To adjust the deficit the least priority are dropped in unavoidable situation.

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

Management contributes from the trust based on the need. The fee collected from additional intake is utilized fully. UGC grants also are utilized properly. The special fees collected from aided students are used for the purchase of articles for laboratories, library, sports and celebration (Appendix-53).

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).

Every year auditing is done by management auditor and Govt. Auditing team from Joint Directorate of Collegiate Education conduct auditing. Besides, there is auditing from office of Accounts General in frequently. Whenever in need management can audit the college accounts at any time.

Internal audit is being done by the management auditor. Information is given a day earlier. Thorough checking is done in all areas. The report is submitted to secretary of the college through the accounts office. Proper action is taken based on the report.

For external audit intimation is given by the joint director of collegiate education few days in advance. They audit UGC accounts, salary grants, non-salary account and special fee account.

They submit the report to join director of collegiate education. The discussion regarding it is held in joint sitting with Joint director of collegiate education. The audit report is handed over. The objections raised are dealt with after the follow up measures (Appendix-54).

There were no major objections. The objections raised in 2 years are explained below.

In the year 2013-2014 there are six audit objections are raised related to,

b.   Payment of unspent of special fee (medical allowance) Rs. 2790/- in the treasury.

c.   Payment of interest Rs.234/- related to approved staff salary should be paid to the treasury.

d.   Payment of interest Rs.335 related to students scholarship account to the treasury.

e.   Distributing the interest of special fee account for all special fee expenses are proportionately expenses.

f.   Secretary signature should be mentioned in salary and non-salary cash book.

g.   Books and journals are purchased under the head for UGC grant.

In the year 2014-2015 there are six audit objections are raised related to,

1.   Payment of interest Rs.285/- related to approved staff salary should be paid to the treasury.

2.   Payment of interest Rs.153 related to students scholarship account to the treasury.

3.   Payment of interest Rs.1, 627 related to college entrance fee account to the treasury.

4.   Payment of interest Rs.810 related to caution deposit account to the treasury.

5.   Students Pass book Xerox must be attached with the scholarship acutance entry book.

6.   Condom article list should be collected from concern departments in every year.

The objections are fulfilled and to be shown to the Office of Joint Director, Collegiate Education.

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

Financial management system is computerized. All data are computerized. In most of the cases quotations, purchase orders, queries etc., are maintained through online. Tally is used in accounting.

CRITERION VII

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

Internal Quality Assurance Cell was established in 2006. Dr. Dhanasekaran was the co-ordinator of IQAC from the year 2012-2016. Dr.M. Maruthavanan is the co-ordinator of IQAC from the year 2016. They had conducted classes on communication English for students, training in power point presentation, handling of Interactive Board for the staff and orientation for preparing e-content to our staff by the Professor Dr. M. Muthu Manickam from Madurai Kamaraj University. IQAC cell has organised two national level seminar/workshop. IQAC has submitted totally four annual reports and one report on the last quarter to NAAC.

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

The institution evaluates the achievement of goals and objectives through unit test, revision test and model test as per schedule and the results are analysed. Remedial measures and enhancement steps have taken for needy students. The results of the university examinations are analysed for further improvement.

Guest lectures, demonstration classes are ranked by the students for future uses. Feedback is received from PTA (Appendix-55), Alumni (Appendix-56), guide teachers, Head of institution of practicing schools and Model school, teacher educators and students. Periodic assessment of teacher performance is carried out through Heads of the Schools and Peers. In the management review meeting, feedback and the activities of the college are discussed and suggestions are made further.

The placement services are evaluated at the end of the academic year. The college day report summarises all major activities and the management discusses on the college activities and gives suggestions and recommendations.

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

The admission is based on merit. For the aided section, admission is based on the single window system. In the case of additional intake, admission is based on merit considering the percentage of marks in UG and PG, in tests and interviews.

Content analysis, group presentation and quiz programmes are organised to strengthen the prerequisite knowledge of school subjects. Communicative English classes are arranged. Academic calendar is prepared including all activities and tests and it is systematically followed.

The staff members are fully qualified. Work allotment in academic side is done in the beginning of the academic year in the staff meeting. Time table is framed for the period before the teaching practice, during teaching practice and after teaching practice. Teacher educators have prepared course plan, hand out materials and question bank. Faculty submit lesson plan, syllabus completion report and student's attendance to the Head of Institution. Four unit tests, two revision tests and one model examination are held. Results are analysed. Absentees are given assignments. Slow learners are given remediation. The assignment topics and seminar topics are mostly textual. They are evaluated and feedback is given then and there.

Periodic staff meetings are conducted for monitoring academic activities. Inputs are given to the students in all practical activities. Principal and peers observe the class and give feedback. Staff and students can access to internet connection freely and can use LCD, OHP etc., Method laboratory is set for self-learning. Organisation in teaching methods, Value Education Camp, Citizenship Training Camp, Blood Donation Camp and scouts and guides camp add strength to the quality of education.

Research articles are presented in research colloquia. Staff members prepare papers and present in seminars and workshop.

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

The principal and management take special efforts in maintaining quality of administration which is transparent always. Transparency is the Motto of our college. Our institution is an ISO 9001: 2008 practising institution. Now we are proud to say, that we are the first educational institution practising ISO 9001: 2015 in India. ISO internal audit takes place once in three months. The office and Head of the institution are easily accessible for information. Almost all events are known to members either orally or through circulars. Staff members are discussed while planning and allotted duties for implementing. Review meetings help a lot. The

Secretary has appointed an administrative officer who meets the staff periodically. The queries are responded immediately and solutions are made then and there. The Secretary gets feedback periodically from the principal and the Administrative officer through e-mail.

Accounts officer appointed by management, guides for proper financial management. Budgeting is done in consultation with the head of the institution. Procedure to be adopted before purchasing any item are the request letter to be given by the staff, minimum three quotations to be got, quotations are to be compared, the vendors selected to be approved and purchase order to be placed. The items received are checked and then only bill is passed. The office maintains vendors list. The library maintains the list of publishers with ranking. The vouchers are maintained properly for every expense. Tally is used for accounting.

Similar procedure is adopted for UGC grants. For the expenses to be done from special fee, the budget meeting is held before spending, with staff and students who represent the department.

The institution does not get any donation. The fee collected from students under Additional Intake is spent fully for salary, infrastructure, maintenance and activities of the students.

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

The best teachers from schools in and around Madurai are being invited to give demonstration classes for our students. The faculty of English and computer science from Thiagarajar School of Management run by the same trust are assisting our students in strengthening the communicative English and computer knowledge. Exchange lecture programmes are organised inviting guest lecturers from ST. Justin's College of Education. The secretary, administrative officer and accounts officer get feedback from the Head of the institution, students and parents orally and also through feedback form. The good practices are kept for future.

7.2 Inclusive Practices

7.2.1. How does the institution sensitise teacher to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The staff of our college have been sensitised about issues of inclusive education given in national policy and in school curriculum. The teachers are encouraged to attend seminar

related to inclusive education. Staff members are requested to pay special attention and provide assistance to visually challenged and orthopaedically challenged. Teachers plan visit for the schools meant for visually challenged. Our faculty are exposed to inclusive education given in our model school.

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

The students visit the schools meant for visually challenged and learn their needs, learning methods and problems faced by them.

As there are students who are visually challenged and orthopaedically challenged learning with others, the other students learnt to move until and help them and be aware of their problems and ways of solving them. Training is given to identify the psychological problems and visiting mental health centres and create awareness. Besides in the curriculum in all subjects there are areas dealing with exceptional and challenging children.

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

The curriculum includes practical components, citizenship training camp and extension activities. Extension activities provide sample interactive environment citizenship training camp provides social and citizenship skills through the following activities.

Activities-Under Citizenship Training Camp
- Lecture – cum First Aid
- Demonstration on First Aid
- Personal Hygiene – yoga
- Anticorruption awareness lecture
- Human rights awareness talk
- Blood Donation camp
- First fight demonstration
- Rescue operations – Mock drill
- Consumer Awareness
- Importance of NSS,NCC and Scouts
- Role of Citizen in reducing global warming

Programme on life skills create confidence and self motivation. The topics covered under life skills are:

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- ➢ Stress coping Management
- ➢ Transactional analysis
- ➢ Communication Skills development
- ➢ Self awareness and self motivation
- ➢ Positive thinking
- ➢ Emotional Intelligence
- ➢ Time management
- ➢ Empowerment

7.2.4. How does the institution ensure that teachers develop proficiency for working with children from diverse backgrounds and exceptionalists?

The students are taught in paper II psychology of learning and human development of the individual differences and exceptional children before and after teaching practice. The student teachers visit the schools meant for visually, orthopedically and mentally challenged. Besides almost all students undertake teaching practice in corporation school and government schools where students are from diverse environment and get first hand information about them.

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

Institution caters to the needs of physically challenged and differently abled students enrolled in the institution. Orthopaedically handicapped are seen that they climb stair cases to the minimum. They are exempted   from certain physical task including games. The visually challenged are exempted from certain practical works like psychology practical. They are provided with scribes on the days of tests and examinations. They are assisted in getting scholarship.

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

The institution has the students strength of 200 out of these 80% are women. So the secretaries of various associations are women students. B.Ed., programme is a course for the period of two years only. Our institution is of 60 years old maintaining the tradition and reputation. It is very particular to provide value embedded education. Gender sensitive issue was not faced by the institution. Ragging is prohibited in our institution. Still women cell, seminar is organized and co-ordinated by our staff with women student representatives. They conducted seminar based on "Women Education and Employment Opportunities" dated on 10.09.2014, time 2.00 – 5.00 pm then on 16.03.2013, conducted seminar topic on "Higher Education for Women" and Vulnerable

Population, time 11.30 – 1.00 pm and state level seminar on "Women Health and Hygiene" dated 26.12.2014 at 2.00 – 3.00 pm. Women's day is also celebrated and there is a "Women Development Cell" functioning smoothly at all occasions in our college.

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?

Parents, Alumni, students and visitors can contact the office or head of the institution or the staff in person or over phone. PTA meetings are convened twice or once in a year. The intimation is sent to the parents through letters. They are also informed of the performance of their children. Alumni Association Meeting is held once in a year through written communication or through advertisement in newspaper, and also in our institution website.

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?

Feed back is recived from parents and Alumni by collecting data through feedback form and analysed for further improvement. This year the actions taken were implementing Communicative English classes, organising career counselling programme by PTA and altering the test schedule to be one test per day. Result analysis by every staff is communicated to peers, ISO auditing team, management and suitable actions are carried out.

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

Feedback forms are prepared to collect data from parents, students and Alumni. Analysis is done and actions taken for further improvement.

Feedback forms are given on the course to students to be analysed after the completion of examination. The teaching staff members are observed by the peers and head of the institution.

The feedback forms are also given to the heads of institution of the alumni to know the performance of the alumni.

Additional Information to be provided by Institutions opting for

Re - accreditation

1. How is the core values of NAAC reflected in the various functions of the institution?

ISO certification has helped us in maintaining the following procedures:

- Course file including syllabus, course material, hand out, question bank and question paper.
- Lesson plan , lesson completion, student's attendance, non- conformity records, result analysis, seminar and assignment file.
- Time table , equipment list, laboratory manual, list of experiments, condemned articles register and breakage register.
- Work instructions for cleaning and maintenance.
- Administrative procedure.
- Safety procedure and housekeeping.
- Top management procedures.
- Quality objectives process measures.

FULFILLING CORE VALUES DEFINED BY NAAC

Our vision statement is generating preceptors towards nation building. So our college activities are focusing on the nation building.

NAAC has emphasized certain core values to be considered while practising the programme in the institution. These core values are

1. Contributing to national development
2. Fostering Global Competency among students
3. Inculcating a value system among students
4. Promoting use of technology
5. Quest for excellence

1. Contributing to national development

Institution objectives clearly states that the institution imparts values for the individual and national development to face global challenges.

National days like Independence Day and Republic day are celebrated. All students sing Flag Song and National Anthem. Flag hosting and patriotic speeches are the main events. Student's are given rigorous training in teaching, providing personality development programme, leadership style classes, preparation for campus interview, communicative English classes etc. Citizenship training programme is organised including the talks and

discussions on role of a good citizen, Human rights, preserving environment etc. Community reservation policy is followed in the admission of students. Assistance is given for the special backward students to get scholarship. Fee is waived for the economically poor students under additional intake. Participation in extension activities enables the students to move with community and to develop social conscience.

2. Fostering Global Competency

Our institution aims at imparting education to face the global challenges. Curriculum also deals with international environment issues in paper-I and ICT to compete well. In citizenship Training camp special lectures are arranged for Global Warming. Training in soft skills is provided to the students. College is practising ISO and practices procedures of International expectations.

3. Inculcating Value System

Our College is of 60 years old with a goal to impart education with traditional values blended with modernisation. In our institution has stated to develop honesty, loyalty and sincerity and to inculcate personal, human, spiritual, moral and discipline values. Morning assembly is compulsory. Maintaining late comers register and monitoring long absentees inculcate the value of punctuality. Hourly attendance, submission of leave letter activities as per calendar, value education camp in Ramakrishna Mutt and Vivekananda Kendra, guest lectures on value education concepts are inculcating values.

4. Promote Use of Technology

Institution is well equipped with technologies. All classrooms are fitted with ceiling mounted LCD projector, good ventilated, comfortable seats and mike facilities. All laboratories are well equipped. The 30 computers in computer lab, staffroom, principal's room, library, Technology lab, Career &counselling cell, Remedial cell are all connected with internet. Staff members use computer and internet to prepare course plan, lesson plan, student attendance, question paper, presentation, result analysis etc.

Students use computers to prepare seminar topic, present seminars, download websites, prepare association activities, use software on objective type of questions etc.

Office work is fully computerized. Tally is used in accounting. The communication from staff to office, office to management, principal to secretary, administration officer and accounts officer, to model school and Thiyagarajar school of management and calling for quotation and sending purchase order etc are all through e- mail.

5. Quest for Excellence

Institution has fulfilled the suggestions given in the first accreditation. The feedback mechanism and assessment techniques help in identifying the weakness. The assessment of teachers by students, peers and principal, assessing the total aspect of the college by parents, assessing the performance of Alumni by the heads of schools, evaluation of student teachers by teacher educators, guide teachers and heads of institutes, the ranking of the guest lecturers and the class of senior teachers by student teachers all help to identifying weakness. The personal interaction between staff, students and management helps a lot in improvement.

Our management is always for higher and higher aspiration. Hence we went for ISO certification and got. Still we go towards the goals of student teachers at international level.

CRITERION I
SUMMARY OF CURRICULUR ASPECTS

Thiagarajar College of Preceptors is affiliated to Tamilnadu teachers Education University, Chennai. Curriculum is framed by the affiliated university ie., Tamilnadu Teachers Education University, Chennai. The principal is a member of board of studies for B.Ed and M.Ed curriculum of Tamilnadu Teachers Education University, Chennai and contributed for the preparation of course. Members of board of studies have given valuable suggestions for revision of syllabus in board of studies meeting held in Chennai. And also sent timely suggestions and feedback regarding curriculum to Tamilnadu Teachers Education University, Chennai. All B.Ed colleges of Tamilnadu are affiliated to a common university called Tamilnadu Teachers Education University, Chennai. As per NCTE norms, duration of B.Ed course has changed from one year to two years throughout the country.

At the request of the university, our staff members had contributed their ideas in the revision of the curriculum. In the process of evaluation, practical components and internal assessment play a major role. The unit test is conducted periodically for the assessment of the students. We make the students to prepare record notes and teaching aids for practical components. Question bank and course materials are prepared by staff for every subject.

Feedback is collected from the students, parents, teachers, academic experts and alumni either orally or through forms and the suggestions are used in implementing the curriculum.(**Appendix)**

In the present scenario to meet out the global needs in education, NCTE extended duration of the B.Ed course from one year to 2 years. Based on the new curriculum the teacher education stresses the use of modern technology like internet, web based learning, e-learning, e-content, blended learning, collaborative learning, MOOCS and training in handling technological equipment.

Further the global trends are mostly reflected in the syllabus of Two year B.Ed programme as given ie In paper 1 "*Contemporary of India and Education*" consists of 10 units. Unit 10 includes impact of Globalisation, Liberalisation and Privatisation (LPG) on education, lifelong learning and online education. This era focuses mainly on communication system where technology takes a main role. Students should be equipped with computer knowledge and skill to face the challenges of the world. To meet this need, in practical component of course.

EPC3: *Critical understanding of Information and Communication Technology* (ICT). There are topics dealing with ICT tools such as computer, laptop/internet, interactive white board, Tablet, PC, ipad, iphone, digital camera, multimedia equipments, skype and video conferencing. The aim of this course is to enhance the professional capacities of a student teacher in integrating ICTs effective teaching and learning in a classroom. In this paper covering the areas of website based learning, preparing power point presentations, lesson using interactive white board and creating educational blogs for individual (group students for sharing and learning articles /class notes) assignments. In the second year course, there is an one core paper "*Creating an Inclusive School*". The entire core paper is meant for concept of disability and contributions of national and international agencies to inclusive education.

The curriculum framed by Tamilnadu Teachers Education University (**Appendix)** has included one optional paper *"Environmental Education*". We have implemented the environmental awareness programme on the danger of using plastics, motivating lectures on environmental cleanliness sensitivity and talks on global warming are organised. CT camp and five days training camp are also organised in which environmental awareness and renewal of the waste find an important place. In the syllabus, core paper - 2 mainly deals with values one unit is exclusively meant for social values of the teachers. Further, the college has set the vision and mission based on values,Maximum emphasis is given to execute the curriculum imbibing embedded values.

We conduct assembly is part of the college activities (photo). The day starts with assembly in which prayer is conducted in the assembly ground. The prayer includes college prayer, Tamizhthai vaazthu, taking pledge, kural recitation with explanation, news reading, thought for the day, instruction to the students and National Anthem. All staff members have computerised course materials, students' marks, assignment topics, seminar topics, attendance, syllabus completion certificate and record works of the students. Lesson plans are written and computerised weekly by the concern staff. Workload is also prepared with the help of computer. Examination time table, teaching practice time table, senior teachers demonstration classes, result analysis etc., are all done through computers.

Pre–practice training is given to student teachers through micro teaching, link lesson, recording observation, teaching in model school and simulated teaching with teaching competency rating scale. Feedback is given by the teacher educators the demonstration classes of about 10 teachers from different schools in each subject give a rich experience of observing different methods, different ways of handling the classes, using facilities to the maximum extent and appropriate using of teaching aids etc., Every student is given the opportunity of presenting seminar and association meeting. Special lectures and guest lectures are arranged to get the experience of the experts. (**Appendix**)

Different time tables are framed based on the requirement availability of the staff and school activities. Before teaching practice time tables are framed for content study, micro teaching, lesson plan writing, observation of senior teacher's classes and the model classes of teacher educators, simulated teaching, teaching in model school, case study, psychology experiments, life skill classes, test and measurement and workshop in preparing teaching aids.The timetable for teaching practice and supervision by teacher educators are framed. After the completion of teaching practice, timetable is framed for teaching the subjects and carrying out the activities like library, arts and crafts works, language laboratory, using interactive board, student tutoring and computer science lab. In between the regular timetable, special timetable is framed for tests and examinations, citizenship camp, value education class, eye camp,Remedial classes, Communicative English Programme, visit to the physically and mentally challenged people.**(Appendix)**

The application of the core subjects provided theoretical basis for the teaching of optional subjects. All optional subjects deal by teacher educator who is expert in this area.   The optional subjects included   the applications of psychology like teaching methods, handling slow learners, high achievers and application of the theories of   Piaget

and Brune. All student teachers have to prepare programme learning material frames which are taught in core paper. Educational Technology is included in all optional subjects and so taught in an integrated manner.

Student teachers organised association activities, present papers in seminars, involved themselves in physical education, extension activities, organising association activities, develop social skills, leadership skills, presentation skill, communicative skill and ICT skills. Extension activities develop social skills, personal skills, leadership skills and readers club Communicative English classes develop language skills. CT camp develops democratic skills. For visually challenged, special care is given. Emphasis on oral instructions is followed in classroom teaching. Exemptions are provided from certain practicals and excercises. Scribes are arranged for writing tests/examinations, assistance is given to get scholarship for them.

The curriculum emphasises pre-teaching and practice teaching. Student teachers have to carry out activities and maintain records like microteaching, observation, demonstration, lesson plan, case study, action research and psychology experiments. They are given inputs for life skills . As per latest syllabus framed by Tamilnadu Teachers Education University, the student teachers attend teaching practice for 4 weeks in 1st year and 16 weeks in 2nd year completing 30 lessons in each level, carrying out action research, conducting achievement test, psychology practicals and physical education related activities. (**Appendix)**

Intensive teaching practice is for 4 weeks in 1st year and 16 weeks for 2nd year. Student teachers have to complete 30 lessons in each level, complete achievement test, school visit, record exercise, psychology practical, action research, physical education and so on. Student teachers remain in the school allotted for the specific dates in the working hours of the school. They involve themselves in invigilation work, school functions, preparing students in competitions etc. Unless it is essential they cannot avail leave, the permission has to be obtained from the school and college. Before practice teaching, two days are meant for teaching in model school and two or four days to observe senior teacher's classes after the school hours. Student teachers tutor economically weak and academically backward students of model school on the prescribed working days. (**Appendix)**

As per NCTE norms, the university framed the new syllabus in 2015-2016 to cater to the needs of two years B.Ed course and this was also revised in the year 2016-2017 **(Appendix).** The changes are given below. The changes carried out in the new syllabus 2016-2017 after

revised in 2015-2016. The B.Ed programme consists of theory course in '*Perspectives in Education*' and '*Curriculum and Pedagogic Studies*' along with 'Engagement with the Field' as practical component. In first year in course-I '*Childhood and Growing up*' the course in childhood studies. In course II '*Contemporary India and Education*' develops a conceptual understanding about issue of diversity, inequality marginalisation in Indian society and implication of education.

In course III '*Learning and Teaching*' focuses on aspects of social and emotional development. In course IV '*Language Across the Curriculum'* aims to develop in students in understanding of the curriculum, linking school knowledge and community life. In course V '*Understanding Disciplines and Subjects*' aims to enable student- teachers reflect on the nature and role of disciplinary knowledge in the school curriculum,.

In course VI ' *Gender, School and Society*' examines how we learn and challenge these gendered roles in society through a variety of institutions. In course VII '*Pedagogy of School subject part-I* and *part-II*' (methodology) aims to study on the changing nature of the disciplines.

In second year course VIII '*Knowledge and Curriculum*' helps the student teachers to identify the various dimensions of the curriculum and their relationship with the aims of education. In course IX '*Assessment of Learning*' is designed keeping in mind the critical role of assessment in enhancing learning.

In course X '*Creating an Inclusive School*' aims to bring about an understanding of the cultures, policies and practices that need to be addressed in order to an inclusive school. In course XI, there are three optional courses. Student teachers have to select one optional course. They are *Yoga, Health and Physical Education,Environmental Education and Values and Peace Education*.

The courses are EPC1; '*Reading and Reflecting on Texts*. This course serves as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways.EPC 2; '*Drama and Art in Education*' includes learning is enhanced through Drama in Education. EPC 3 '*Critical Understanding of ICT*' prepares teachers to use technology in a classroom is an important step for ICT enabled education in the country. school internship plays a vital role in two year B.Ed course. During the first year, to support better understanding of schools and in preparation of internship, institution shall make provisions for visits to innovative centres of pedagogy and learning-innovative schools. In second year they should undergo 16 weeks of internship in schools. Student teachers shall be equipped to cater to diverse needs of learners in schools.(Government and private schools)(**Appendix**)

Our oral feedback will be collected from the staff members by the head of the institution. We also collect feedback from head of the Institutions where our student teachers practiced in schools. Based on the Head of institution feedback, we evaluate the teaching competency of the student teachers. Suggestions regarding curriculum revision will be sent to the uiversity at the time of revision. University will scrutinise our ideas and take further steps.**(Appendix)**

Our institution was certified in the year 2010. ISO 9001:2008 certification ensures the quality in academic aspects of the B.Ed course. Physical Science, Biological Science, Psychology, Educational Technology Computer Lab and Language Laboratories are well equipped. Video conferencing unit has been installed. Computer laboratory is installed with 30 computers. All student teachers are taught practical and theory aspects of computer science. Student teachers have free access to internet in the library and computer laboratory.

Staff members can access internet in the above mentioned places and in the staff room. Student teachers can freely learn through educational CDs available in the library. Office room and the principal's room are linked with broadband connections. Uninterrupted supply of power is ensured with the help of generator facility available in the college. Staff members are using the internet resources and present the subject matter by power point presentation.

All the classrooms are equipped with LCD projectors. Handycam and interactive board are available. Staff and student teachers learnt to use them. Staff members have prepared course plan, handouts and question bank and maintain the same in the course file. Staff members are preparing the lesson plan weekly basis and also preparing lesson completion report to ensure the syllabus has been completed. Staff members take daily class attendance in their respective class rooms.

The lesson plan is prepared for each topic referring to the various text books, reference books, manuals and recorded in the register. The power point presentation is prepared and used through LCD projector in the transaction of lessons. The teaching of staff members is observed by peers and the principal whereas feedback is given for improvement. The principal gets feedback from the students at random for quality improvement.

All staff members follow course plans prepared by them. Four unit tests and two revision tests and model examinations are conducted besides class tests. The remedial measures are taken for weak students. The results are analyzed and remedial measures are taken. Student teachers prepare assignment and seminar downloading materials from websites and present the same in association meeting also. This improves their knowledge and skills. Software is prepared

to set objective types of questions in all subjects. Guest lectures are arranged and students have a chance to listen to experts.

The teacher educators demonstrate lessons through innovative methods. Team teaching is adopted by giving training in microteaching. Arrangements are made to observe many classes of senior teachers working sister concern schools. Method laboratory has been used by student teachers to enhance the pedagogical knowledge. Student teachers are made to prepare power point presentations for their seminar using computers. Economically poor and educationally backward students of model higher secondary school a sister institutions, are given remedial classes,tutoring, training in soft skills etc. The College is an ISO practicing institution.The college is organising bridge course including the package on communication English, personal development, life skills, C.T camp, content analysis etc. Online test upon objective type questions has also been planned.

CRITERION II

SUMMARY OF TEACHING, LEARNING AND EVALUATION

The institution is an aided college with strength of 100 student teachers in the aided section and 100 students in the additional intake section which was sanctioned in the year 2009-2010 onwards. From 2015-2016 onwards the B.Ed course becomes 2 years to both aided and additional intake. During the year 2012 to 2017, admission was made on the basis of merit only, according to the guidelines given by Tamilnadu Teachers Education University, Chennai and Tamil Nadu Government. Reservation policy is followed as per the Government Norms.

For the Aided stream, Single Window Counselling system is being followed as per the norms of Tamil Nadu B.Ed admissions. For Additional Intake the application forms with prospectus are issued to the candidates on single payment towards the cost of application form. The short listed candidates are called for the interview. The merit list of the candidates is prepared subject-wise and it is displayed in the college notice board.

The students are provided with good infrastructure facilities like classrooms with LCD projectors, science laboratories, language laboratory, method laboratory, computer laboratory, mathematics laboratory, digitalized library, psychology laboratory, educational technology laboratory, arts & craft, career and counselling cell, college medical centre, remedial cell, workshop etc., Variety of experiences are provided to cover academic and non-academic activities. All students are equally treated. No discrimination on the basis of caste or creed or language is shown by any member of the institution.

Placement services are provided to the students and the salary package starts from Rs. 12,000/- per month by the schools situated in Madurai and other Districts of Tamilnadu. For successful placement service, training is given to improve the Communicative Skills of the student.

Facilities are provided for women students and their needs are immediately taken care. Though there is no hostel facility, the institution has tie up with the private hostel exclusively meant for the college and the quality is also monitored.

3. Santhosi hostel for women - Anuppanadi, Madurai
4. Meena hostel for women   - Anna nagar, Madurai

Fee relaxation is given for Physically Challenged students. Also, they are supported with infrastructural facilities such as lift and ramp facilities. Scribes are arranged from the neighbouring colleges and extra time for the test and examination is given to them.

Textbook and content analysis are practiced by the student before entering into training program. After orientation class, arrangement is made for reviewing their school subject content (i.e.) major subject, so that they can equip themselves to teach in schools during teaching practice period.

In the Perspectives of Education it deals with the various concept of views and philosophical thoughts of Indian and Western Philosophers, their contributions and implications towards education are highlighted. Challenges faced in the society by the downtrodden, socially deprived people and social issues like gender inequality, diversity in various aspects, national integration dealt with. Students also gain knowledge about the statutory bodies and its functions to improve the quality in education. Individual differences are explained in depth, the ways of identifying, assessing and nurturing the ability, skills and talents of students at all levels. In educational sociology, any student can learn by himself. Students can understand the effectiveness of different methods in teaching students with different kinds of intelligences. It also helps to analyze the educational situations in geographical and ethnological context. It is further involved in education social class, social status, social factors, cultural changes and its various problems in the social system. Students also learn the role of education in socialization.

In "Educational Innovations and Management" the uses and handling of different technological software based on the learner's interest, expectations, responsiveness, availability and need of the students to help in ensuring nature of the curriculum is covered. In the entire optional subjects, different methods of teaching catering to the needs of slow learners, average learners and high achievers are envisioned and discussed. All the students apply the same in the practice teaching. The practicum components are also diverse in nature. Staff members show flexibility in completing certain practical components by students in their own pace.

Elective subjects provide additional knowledge to enrich the skills by giving guidance and counseling, it also helps the students to identify the study oriented problems and difficulties, it paves the way to identify the students need and interest in specific aspects. "Computer in Education" develops and enriches the student's hands on experience in dealing with technology at the time of teaching/ learning process. "Environmental Education" promotes awareness

among the student in the field of ecology, rain water harvesting, avoiding plastic usages, deforestation, creating awareness in consuming of water and electricity sources, maintain green campus, etc, and so on. In "Physical and Health Education", physical fitness and theory based information are imparted to the students. Meditation and Yogic exercises develop the student's mental and physical health conditions.

Student teachers understand the concept of gender roles in the society, receive the learning experience about the gender identity and socialization process. Student teachers gain knowledge regarding the gender role in textbooks and curriculum, safety measures for girls and women at school, home and work place and understand the representation of gender in various mass media. In language across the Curriculum paper students learn more about the language background of the learner, know the language diversity in the classroom, understand the nature of communication process in the classroom, know the nature of reading comprehension in different content areas and at last develop their own multilingual awareness among the learners.

Well equipped infrastructural facilities are available for the students. The classrooms are well lighted and ventilated with foreign imported seats, green glass boards, velvet display boards and ceiling mounted LCD. Students are free to access internet through computers in the computer laboratory and well equipped library and remedial cell. Students freely interact with staff and Principal regarding the lessons or activities or any other academic problems faced by them. The examination timetable, activity periods and celebrations are planned and implemented according to the convenience and the need of the subjects. The infrastructural facilities are good. In addition to that, ramp and lift facilities are provided for the easy accessibility of the disabled students.

Equal opportunities are given to all the students to participate in the seminars, association activities, cultural activities, celebrations and all functions. Students are sent for competitions in sports, curricular and co-curricular activities in accordance to the need of their interest. Students have the freedom to select the elective subjects according to their interest and needs. Institution has provided Wi-Fi facilities, internet facilities, educational CDs and good reference books in the library. Library hour is included and provided in the regular class timetable. Besides, all the students make use of the library before and after college hours. Competitive/ TET/TRB examination oriented class are arranged in the bridge course itself by

the staff members to create awareness about the same. In addition to that, competitive examination oriented books are available in the library for the student to access freely.

Teacher educators attend International, National, Regional level seminars, conferences and present papers in the different topics on education. The college organized an international level conference on LPG era and national seminar on academic and social auditing in collaboration with UGC, IQAC. Teacher educators refer many books to improve the standard of their approaches. Resource Books, Reference Books, Encyclopedias, International and National journals and articles are referred periodically to enrich their teaching knowledge and skills. Periodic discussions on academic excellence are held among the staff. Educational and social problems are debated in the classroom teaching. Faculty members have attended and presented the papers in the International and National level seminars on inclusive education.

Our College has a research colloquium committee and every month research oriented papers are presented by the staff members to improve the quality of research based knowledge and recent advancements in the field of education. The knowledge received from the colloquium is implemented and applied in the classroom teaching for the benefits of the students.

Student teachers are exposed to observe the classes of different Senior Teachers and Teacher Educators. They involve themselves in the tutoring of the slow learners of Thiagarajar Model Higher Secondary School by practicing innovative teaching approaches, organizing department wise association activity seminars and debate, brain storming sessions on different topics at different level and undertaking case study on students with problems of any type. They visit the special schools and innovative schools namely YMCA school for the Hearing Impaired. Students also get practiced in creation of inclusive schooling and education.

Learning is made student centered through the following activities: Seminar presentation, conduct of quiz, preparing assignments, presenting website downloaded matter, web page comparison, subject content, organizing association activities, organizing cultural activities, organizing functions and celebrations, organizing sports and games activities, e- learning, programmed learning materials and its preparation, self–learning, student project, maths academy, lsrw skill development programme for teachers and students, life skills and soft skill programme, school visit, field trip and educational tour etc.,

Classes are handled by using different teaching strategies such as group discussion, panel discussion, and power point presentation/ Computer Assisted Instruction (CAI), team teaching,

brain storming and debate etc., every year instructions are provided through PPTs and interactive board. Objective Type Questions and the Feedback for the same are obtained from the staff and students after testing the questions. Utilizing internet and LCD projector in teaching learning process is worth mentioning.

Students are trained well in Micro Teaching Skills. The teacher educators explaining the five skills and give a skill based demonstration. Student teachers are trained for episode writing. Team teaching approach is used by the teacher Educator. Micro Teaching Skills are practiced by all the students namely: Skill of Reinforcement, Explaining, Probing Questioning, Effective Use of Black Board and Stimulus Variation. Mini Teaching Practices and its training is given to the students. It helps the students to design their own subject content. It helps the student teachers to develop their ability to create lesson plans. In the practicing session, separate classes are allotted for taking and practicing the mini teaching classes for their concerned major subjects. This type of teaching can be used to teach particular skills, extend previous learning, create interest in a topic and generate questions and practice teaching strategies.

Each student has to complete twenty/ thirty lessons in optional / level I & level II subjects, and three in physical education as per the syllabus of Tamilnadu Teachers Education University, Chennai. Student teachers maintain attendance register in the school. Student teachers and the head master should sign every day and the teacher educator signs at the time of visit. This responsibility is undertaken by the leader of the student teachers practicing in the particular school. Each day minimum one lesson and maximum two lessons are practiced. Otherwise, they are engaged in practical work, preparing teaching aids, writing lesson plan and discussing with the guide teachers.

 School visit schedule is prepared for the teacher educators for the stipulated period and it should be visited by the staff regularly. At the end of the practice teaching, feedback forms are collected from heads of the institution and guide teachers for assessing the performance of students.

The period of practice teaching is pre-planned in accordance with the convenience and activities of practicing schools are fixed in consultation with the heads of the institution after obtaining permission from Chief Educational Office Madurai Corporation and Chief Education Office (CEO), Madurai District. The students are allotted the practice schools based on their residence, their Level I and II subjects and their qualifications (UG/PG). Whenever teacher

educators visit the school they meet the heads of the practicing school and guide teachers and discuss with them for the betterment of students' teaching process and other related works carried out by our student teachers.

Teacher educators observe the teaching of students and record the same in their teaching practice diaries. They discuss both the positive and negative aspects identified in the student teachers at the time of teaching. They are also very particular to see whether the suggestions are implemented in the next observation. The guide teachers give oral feedback and observe the changes with keen interest in the forth coming lessons. They also correct and evaluate every lesson plan in the prescribed format followed by Tamilnadu Teachers Education University.

Student teachers are encouraged to read research journals in the library. As a part of the extension activities our student teachers have been conducting "Free Tutoring Programme" in all the evenings of working days for the economically poor and educationally slow learners in Thiagarajar Model Higher Secondary School. Many seminar activities and education programmes based on school subjects are conducted. Special Lectures are arranged in the new methods and recent /advanced technology teaching like, ABL, ALM, etc., Staff members are encouraged to practice the new methodology in the class and to participate in seminar, related to innovations and new trends in education.

Based on the observation about teaching staff carried out by the head of the institution and the representation made by the staff, training programme is organised for the staff. Note worthy programmes include handling SPSS software, effective use of Power point, using Interactive board, organising research colloquia etc. Teachers are encouraged to undertake research activities.

Every year our college attains centum result. Increments and incentives are given to staff members based on the 100% result. The meritorious staff are called individually and appreciated. When any teacher educator goes on leave, substitution work is arranged or otherwise alternative arrangement should be taken by the concerned staff. The head of the institution observes the classes of teacher educators and suggests for improvement. If needed, the Administrative Officer speaks to the concerned individual.

Students are assessed through tests, examinations and practical work in the case of theory papers. University is conducting term-end examination where, the college awards 20% for internal and 80% for external assessment during the year 2012 to 2015, it is reframed and the

marks allotment is changed into 70% for the external and 30% for internal marks. The practical/Record note books are assessed as given by the concerned staff and then if needed allowed during practical examination by the examiners appointed by the University. Our staff members assess the practical record work for the allotted marks by the TNTEU and for teaching. This is further modified in the university practical examination conducted by external examiners as per the directions of the university.

Question Papers are set and sent by email. Marks are entered in computer and analyzed for further improvement. The non-conformers are identified, re-tests and home assignments are recommended. The staff member maintain the mark wise questions, previous year question papers and question banks for the students usage to improve their academic performance. The staffs also update the question bank based on the pattern prescribed by the university. Examination results are analysed through result analysis and its reports are regularly submitted to the principal. Softcopy and hardcopy of the mark are recorded and maintained by all the faculty members.

CRITERION III

SUMMARY OF RESEARCH, CONSULTANCY AND EXTENSION

Research is the vital area in higher education. Thiagarajar College of Perceptors   has been in the fore front in educational research. There are three Ph.D holders and five have M.Phil degrees. Three staff are about to complete Ph.D and the others have also registered themselves. Staff members are encouraged to promote research activities. Information brochures and

pamphlets about seminars, conferences, symposia, colloquia and workshops are promptly circulated among the staff and most respond to invitation enthusiastically. The period of their absence is treated as "On Duty." In the research colloquia staff members discuss research papers, topics and tools used and even construction and validation of research tools. The research activities and theories are taught in the regular classes and extended to the students in a way to make them prepare for action research, projects, arousing their interest to know the various thrust areas of research. The institution has shown keen interest to develop research oriented activities both inside and outside the college. The college is fully equipped with modern Educational Technological devices to help both staff and students in all aspects and encourages them to make use of the same.

The teaching staff have actively involved themselves in the preparation of books. Mr.K.Thangavelu, Assistant Professor has published a book titled "Essentials of Environmental Education", Mrs.R.Kohila Devi, Assistant professor has published a book named "Essentials of Teaching and Learning" and Mrs.R.Prasitha Indhumathy, Assistant professor has published a book titled, "Meta-cognition, Meta-emotion and Academic Achievement in Education". These books cover the syllabus for the core paper Psychology. A Training Programme was organized by the department of Computer science on the effective use of computers. **(Appendix)**

There are also publications of research articles published in journals. Dr.M.Maruthavanan, Assistant Professor has published articles in *Sri Sarada Journal of Frontiers of Knowledge*,Dr.KKumaresan, Assistant Professor has published articles in *International Journal of Mathematical Archive*. Mr. Thangavelu, Assistant Professor has published article in the journal *Miracle of Teaching*. Mrs.R.Kohila Devi, Assistant Professor has published article in the journal *Miracle of teaching*. Mrs. B.Amali Prabha, Assistant Professor has published articles in *International journal of applied research and studies* and *Shanlax International journal of Education*. Mrs.R.Prasitha Indhumathy, Assistant Professor has published article in *Shanlax International journal of Education* and Mrs.N.Jaya Priya, Asssistant Professor has published articles in the journals *Light House Journal of Educational Research and Indian Streams Research Journal*.

Research area of interest selected by staff is prioritized. The areas of research are decided by the staff according to their area of interest. The Institution does not insist on any areas as this

will curb the academic interest and academic freedom of the investigator. Staff members are inclined to do research in areas, namely, Educational Technology, Educational Psychology of learning, Innovative teaching practices, Information Communication Technology and socially deprived. Guidelines are given to develop 'e'-content material by Mrs. R.Prasitha Indhumathy and Mrs.N.Jaya Priya, Assistant Professors, Thiagarajar College of Preceptors. Training was given to teaching and non teaching staff on ISO by Bureau Verities, Chennai.

Besides, the student teachers are encouraged in research related work. They are encouraged to take up action research. Staff members assist the student teacher to do action research. One staff has undertaken an action research. The problem was, "Fluency in English language". The solution arrived was to "encourage the students to use simple English". The Quality Circle of the college functions effectively to take steps in eliminating the academic, emotional and social lack of students.

The staff members have attended about 37 National seminars, 24 International seminar , 4 workshops and 11 other programme. (Refer Self-appraisal forms) Our college has also organized seminars and workshops on various topics.

Two days national level workshop on "Effective Parenting in the 21st Century" was conducted on 5th and 6th October 2012. **(Appendix).** National seminar on "Students health and environment" was conducted on 19th December 2012. **(Appendix).** International conference on "Emerging Vistas of Higher Education in the LPG Era" was organised on 15th and 16th march 2013. **(Appendix).** One day workshop on "Instructional Materials Preparation" was organised on 28th September 2013**. (Appendix).** National level workshop on "Enhancing Numerical Skills of Teachers and Students" was organised on 25thjuly 2014. (Appendix5). Workshop on "Preparation of Teaching Aids for Student Teacher" was organised on 19th September 2014. (Appendix 6). National level seminar on "Women Education and Employment Opportunities" was organised on 10th September 2014. (Appendix7). National level workshop on "Intervention Strategies and Challenges of ABL and ALM" was organised on 24th September 2014. (Appendix8). International workshop on "Imparting languages in Singapore schools: basics of language learning" was organised on 16th December 2014. (Appendix9). State level seminar on "Women Health on Hygiene" was organised on 26th December 2014. (Appendix10). National

level workshop on "Exploring Educational Innovations and Solutions through Cloud Computing Technologies" was organised on 28th January 2015. (Appendix11). National seminar on "Tamil kattralum velaivaaipugalum" was organised on 6th march 2015. (Appendix12). National level workshop on "Application of mathematics" was organised on 20th march 2015. (Appendix13). UGC sponsored national level seminar on "Academic Auditing in Professional and Teacher Education institutions" was organised on 25th march 2015. (Appendix14). Workshop on "Counseling and innovative strategies to prevent suicides and violence in the society" was organised on 7th may 2016. (Appendix15). UGC sponsored One day National level workshop on "Social and educational auditing: problems, challenges and solutions" was organised on 22nd march 2016. (Appendix16). Workshop on "Developing android and windows application" was organised on 24th march 2016. (Appendix17).

The college is fully equipped with facilities required to prepare instructional materials. It has OHPs and LCD projectors in every classroom, internet facility in the staff room, library and computer laboratory, Interactive board, smart board, videoconferencing unit, SUPW workshop etc. Teachers mostly use power point presentation in transaction of the content and student in preparation of Lesson plan and presentation in seminars. All staff members have prepared course materials, course plan, hand outs, lesson plans, question bank etc.

Method lab is specific to Teacher Education institutions. Teacher educators have prepared the materials related to the methods of teaching of their subjects. The materials for each method contain the description of the method, the lesson plan for each method and the teaching aids pertaining to that method. The lesson plan and teaching aids are displayed in method laboratory for the methods namely lecture, demonstration, team teaching, play way, multimedia, role-play, survey and discussion methods. The teaching aids prepared are charts, flannel board, cut outs and 3 – D models. Any student can enter the laboratory and learn by any method and may practice.

Consultancy to other institution is extended at free of cost. This institution has taken special interest since the day of its inception in uplifting the downtrodden, economically poor, educationally weak people living in and around our college. Extension activities and out-reach programmes are carried out earnestly by our staff and students.

Consultancy services have been offered by many of our staff members . Dr.V. Rajayokiam organises consultancy related in Communicative English programmes and for ELT. Mrs. M.A. Muniammal assists and guides the teachers. Dr.M.Maruthavanan organises soft skill training programme. Dr.K.Kumaresan assists in delivering using various presentation styles. Mr. K.Thangavelu assists in developing lesson plans. Mrs.R.Kohila Devi assists in delivering lectures in a variety of teaching skills. Mrs.R.Prasitha Indhumathy assists in developing instructional packages and handles computer and language laboratory.

Dr.M.Maruthavanan and Mrs. R.PrasithaIndhumathy provide consultancy to schools such as KVT Matric School, VKS school, VisalakshiAchi Primary School. Dr.K.Kumaresan, Mr.K.Thangavelu, Mrs.R.Kohila Devi and Mr.S.Gopalan has provided consultancy service to Thiagarajar School of Managament.

The college shows special interest in extension activities. Extension activities are organised by separate staff in charge. A Nearby village is adopted and programmes are organized. Eye camp is organized in collaboration with Aravind Eye Hospital. Blood donation camp is organized in collaboration with blood bank, Government Rajaji Hospital, Community survey project is to be undertaken by our students related to Cleanliness, health and hygiene. This year we are planning to organise training in "Jewellery making for rural women and health and hygiene programme for rural women.

Extension activities facilitate the relationship between the college and community. The President of the village takes part actively in the programmes. He renders his service in organizing all activities. The villagers are co − operative. The college has earned a good name and fame from the local community. Village schools provide venue for the camp. Our students have first-hand experience about the struggle for life of the villagers and the assistance given by various agencies.

The institution develops Social Values, Citizenship training and skills among its students through various aspects like conducting prayer, organizing programmes on debate on social values, fire and safety measures, conducting mock assembly, Model Parliament, Traffic Rules, Aids Awareness programme, Anti-Corruption talk, Folk Songs and Dance, Talk on Human

Rights , Role of NSS, NCC and Scout, Red cross Society, Training in First Aid. Functions like Independence day, Republic day, Founders day, Pongal Celebrations, Cultural day etc are organized. Students organizing meetings, details, quiz etc in their associations by identifying themes and speakers, preparing agenda and organizing programmes.

Our institution maintains relationship with NCTE, ISO, DIET, Dhan Foundation. The institution has established linkage with National level organizations The linkage is also with state level and district level bodies like DIET and Universities. Experts like CEO and SSA supervisors address our students on ALM and ABL methods wherever needed. The college interacts with local colleges to facilitate the learning process. The faculty of Thiagarajar School of Management, Thiagarajar College visit our college to give lectures. The University staff of Department of Education are invited for guest lectures.

The linkage with schools has very significant benefit for staff and students. Our students are sent to Thiagarajar Model Higher Secondary School for pre-practice teaching classes, practice teaching classes and students tutoring programme after school hours. Student teachers offer their service to economically backward and educationally poor students, through tutorial system in schools. In placement service, and Radio lesson classes Model school students are involved. The staff help in giving guest lectures. Every year senior teachers working in Madurai schools take demonstration classes for the benefit of our students.

The faculty actively interact with school teachers and other personnels in deciding the schools where our students teachers go for teaching practice programme. They help them in selecting schools and allotting the students for practice teaching. The syllabus is collected from the concerned guide teachers sufficiently in advance. Students are guided by teacher educators regarding splitting of the syllabus into lessons, the types of teaching aids to be prepared and the methods to be adopted. The teacher educators visit the schools in turn, evaluate students, discuss with guide teachers and Heads of institutions.

CRITERION IV
SUMMARY OF INFRASTRUCTURE AND LEARNING RESOURCES

Yes, Our Institution has the best physical infrastructure facilities to the state- of-art as per NCTE norms(Appendix-1).Management has spent more than 6 crores for the building construction and other facilities. The following are the facilities provided by our management.

They are, the mounted ceiling LCD projectors, multipurpose halls, seminar halls with mike amplifiers, anchored seat for students and computers are connected through LAN. There are psychology lab, Educational Technology lab, physical science lab, computer lab, language lab and art & craft work room with all necessary equipment / instruments (Appendix-2). We have internet facility in computer lab, office room, staff room, principal room, technology lab, counselling and remedial cell etc. Indoor game facility is also available. Here, we have playground for volley ball, tennikoit and badminton. We also share our own Model Hr. Sec. School playground. We have canteen, dining room, and common room. We keep rest rooms separately for men and women. We use vehicle stand separately for four – wheelers and Two – wheelers.

As we don't receive any demand for hostel from the students, yet we maintain a tie-upwith nearby hostel, 'Sandhoshi Hostel' for women nearby Annanagar. It is at a walkable distance. The hygienic environment is assured by them. Students are satisfied with their facilities.

There is a clinic adjacent to our college gate. The physician is available at any time. Sufficient care is taken to ensure health and hygiene. Here, we have rest room for women provided with mirror, wash basin and space for dressing. Canteen is provided according to the needs of the students. We provide separate wash room with number of taps for cleaning the lunch boxes. We have installed RO plant (Reverse osmosis) to have purified drinking water. The tank is cleaned once in a week and the vessels are cleaned every day. From this year onwards, college management has introduced NACSS (Neat and Clean Service Squad) on contract basis with eight persons inclusive of one supervisor for campus cleaning. The ground, classrooms and toilets are always kept clean. Pest control spraying is also done in class rooms and in open space periodically.

Out sourcing is done for campus cleaning and disposing the waste (NACSS). The scrap items are auctioned periodically. Pest control measures are taken up. Pest control chemical are sprayed in the campus and classrooms periodically. Lawn is maintained. Sufficient numbers of flower pots are kept. A beautiful lush green garden is maintained by the NACSS (Neat and clean

service squad) and our students. The campus is   adorned with green vegetation only. All these make the campus pure. Fire safety measures are available. Fire extinguishers are placed in important places. The student teachers are taught to protect from fire. Sanitation is maintained well.

Fire safety certificate and sanitation certificate are periodically renewed from the concerned authorities. The institution is considered the environmental issues associated with the infrastructure by keeping the campus as prohibited area for smoking and banned the usage of plastic bags inside the campus.

The available infrastructure is optimally utilized. All student teachers and staff use the library, reading room, laboratory, classroom etc. as the timetable is framed effectively, the last two hours are meant for library, SUPW, technology and language laboratory. The student teachers of additional section and aided section use these classes during alternative hours. The time table has provision for practical work so that laboratory can be used properly. All teachers use LCD in the classroom. Student teachers use internet facilities and library to prepare for seminar and assignments.

The library is equipped with 17,502 books including 15,266 titles. There are 25 journals and 365 volume of books. There are 115 unpublished awarded theses available for reference by staff and research scholars.It is enriched with 62 volumes of Encyclopaedia Britannica, 24 volumes of world science, up to VI th Educational Research Surveys, 12 volumes of 'ValvialKalanjium' books of the preparation for entrance examination like UGC NET, UPSC, TNPSC, TRB, Rly, VAO, TET and Bank. Recently, library is added with 20 volumes including Education for All, Educational Technology, History of Education, Educational Psychology, Perspectives of Education, History of Psychiatrics etc.

We have 69 DVDs mostly on school subjects so that all student teachers may be benefited (Appendix-4). Library is computerized with internet facilities and also a copier available in the library. Student teachers and staff can make use of all these facilities. Separate register is maintained for recording the usage of internet facility by students. The book bank facilitates with 450 books. It includes multiple copies of text books for all subjects. Student teachers can retain these books for longer duration.

The library is computerized for easy location of books. Bibliographicinformations are also computerized. Library is extended with a reading room for comfortable learning. Library is

opened on all working days that is 200 days from 8.45 AM to 5.45 PM. It functions 9 hours a day even on examination days also. It is not opened on holidays.

The library has a fully qualified librarian who retired recently. College has written to the Government for approval and awaiting for appointment. There is one LibraryAssistant to maintain the books and to assist library. They take care of books, computers etc. Computer technician of our sister institution visits the library once the week and whenever needed and rectifies the problems related to computer, electricity or internet. The problems if any related to internet were solved immediately by BSNL employees. Office, library assistant and Assistant professors take care of the outside works like getting Quotation, giving purchase order and getting books. Computer technician of our sister institution visits the library once a week and rectifies the problem related to computer and internet. The library assistant has taken care of the outside works like getting quotation, place order for purchase and buying books.

Library committee is organized. All communications related to the books and journals requested by staff are sent to the principal and library committee. Decisions are taken in consultation with staff and management. Three quotations are received. Purchase order is placed. Books are checked, entered and bill passed. Recently purchased books are displayed. A circular is sent tothe staff whenever books are to be purchased. All communication related to books and journals are sent to the library and decisions are taken in consultation with the staff and principal.

The institution is provided with ICT facilities and ensures the optimum use of these facilities. Computer lab has 51 computers with LAN facility. The lab is used by computer science students in optional I and also by elective students. We have 105 computers in total including language lab, computer lab, staff room, method lab, office room, principal room, technology room, video conference hall and library. Latest Software and CDs are available. Educational Technology lab is well equipped with projectors, magnetic board, flip board, smart board and interactive board. Staff Attendance is maintained by biometric system. Separate biometric data base and server is maintained. The Attendance is triggered automatically to the Management.

Following steps are taken for optimum utility.

- Provisions are made and utilised in the time table for interactive board class, language lab class, computer lab class.

- Presenting seminar downloading content using two different search engines.

- Most of the classrooms are equipped with LCD projectors.

- Tally is used.

- Office information are computerized.

- Staff prepare their lesson plan, question paper, course plan and mail the same to the Principal.

- Generator and UPS, ensure uninterrupted power supply.

- All staff members are using their computers for preparing course plan, seminar assignment and question bank.

All student teachers attend and learn during their computer science period. They learn MS word, excel and power point presentation, browsing websites, creation of blog, E-content development, online exam, utilization of social media in teaching-learning process. they can prepare a project on test and measurement by using computers. Technology is used in lesson transaction during practice teaching. Most of the schools do not have the technological facilities. They mainly prepare charts, cut outs, table tops etc. the SUPW workshop helps them to prepare these items.

Staff and students of our Model school, nursery and primary school visits our college to use language lab materials and LCD projectors for meetings. Our neighbouring school Sri MeenakshiSunderswarar Girls Hr. See. School also uses our facilities for their function like school day.Our college is the centre for unissversity of MADRAS which conducts contact classes for M.Sc. Physics, chemistry and entrepreneurship classes in our campus. Tamil Nadu Government also make use of the premises to the conduct Public Service Commission Examinations.

Management is spending huge amount on New building constructions, purchasing equipment including LCD projectors, computers, procuring furniture etc. It is maintained under capital expenditure. Management provides all funds from the trust.

The innovative practices related to use of ICT

6   Staff computerize lesson plan, result analysis etc. and send by e-mail

7   All staff is transacting by using power point presentation and OHP sheets.

8   Student teachers and staff are using mike, stage and podium for teaching presentation and deliverance.

9   All students use internet and downloaded content for presentation and deliverance.

10 Student teacher computerizes the details about all the association programmes.

11 Attendance of staff and students are maintained by using a biometric device.

The method lab is established this year. The lesson plan and teaching aids are prepared for different methods and displayed in the lab. The teaching aids are charts, flannel board, cut outs, thermocol aids and 3-D methods.

CRITERION V
SUMMARY OF STUDENT SUPPORT AND PROGRESSION

The institution implements various measures to ensure the progress of the students academically as well as in other aspects. Students preparedness for the B.Ed., programme is assessed, appropriate academic and professional advice is given to students at the beginning of the course.

After the admission into the course, students are given orientation programme about the duration of the course, theory and practical components, extra activities to be done, preparation of practical record note books, library and scheme of evaluation.

Students are asked to bring school text books of their respective optional subjects and asked to go through the content of the books. They discuss the content of the text books, present the content as unit wise in written form and analyse the content.

Enchanting learning atmosphere is provided in the campus. Students are provided with separate classroom facilities for core subjects, optional subjects, elective subjects and multipurpose hall, seminar hall, and subject laboratories, psychology practical room, educational technology room and arts and crafts room.

Students are motivated to involve in extension activities, functions and sectional association meetings and to present their contributions to develop their performance. (Appendix)

Students are encouraged to refer library books , journals and other software resources to prepare for competitive examinations like TET, NET, SET, JRF and TRB examinations. Software is prepared in objective type questions which helps them to prepare for these examinations. Campus interview is conducted by various schools. (Appendix)

More than 80% of students prefer to enter into employment of teaching profession. Some students are interested to continue their higher studies. In the year 2012-13, 28 % of students , in the year 2013-14 , 37% of students and in the year 2014-15, 22% of students opted for higher studies. The rest were placed in schools either through campus interview or directly.

A well organised placement cell is functioning in our college under the placement officer, Dr.K.Kumaresan, Assistant Professor, and also assisted by staff members. Interview techniques and strategies are imparted before they face the interview. After getting the communication to conduct the campus interview from the schools, school authorities are invited to our college to

conduct the same. In the year 2013-14, 110 students got placement with the salary range from Rs.9000 to 20000 and in the year 2014-15, 150 students got placement with the salary range from Rs. 8000 to 25000. The notification of the date and time of campus interview, needed subject teachers, demonstration topics are put up in the notice board for students reference and also intimated orally.

The placement cell faces certain difficulties. After the selection of student teachers, school authorities insist the students to submit original certificates immediately. Few students do not wish to join the school after selection.

To overcome these difficulties, our institution has requested the school authorities are requested to provide at least a period of one month's time to submit the original certificates. Prior to the campus interview students data regarding those who need placement are collected so that they can alone attend the interview.

The expenses towards the conduct of campus interviews are borne by the management. The management provides required classrooms, refreshments, lunch, stationery for the school authorities.

Before preparing the academic calendar the feedback on the activities of previous years is taken into consideration. Activities to be implemented by staff-in-charge are decided in the staff meeting. The problems faced by the staff members in implementing these activities are revised and resolved to fulfil the objectives and effective implementation of the curriculum. (Appendix)

Our college has an effective mentoring system in helping the students to understand their problems individually. Each staff (mentor) is allotted with equal number of students from different subjects for guidance and counselling. Periodic meetings are conducted by the staff members at their convenient time to meet students' grievances.

Our institution has enough technological facilities for the use of faculty members to enhance their teaching competency. The institution has the facilities such as classrooms with ceiling mounted LCD projectors, Over Head Projector, interactive board, green glass board, bulletin board, comfortable seating arrangements with audio equipments, science laboratories, mathematical laboratory, language laboratory, computer laboratory with internet connection, individual computer with internet facilities and individual cabin for staff members, well equipped library, remedial teaching class room, educational technology room with video conferencing facility, counselling cell, arts and crafts room to prepare teaching materials. Faculty

members are encouraged to participate seminars, workshops, conferences and faculty development programmes. They are also encouraged to participate in research colloquium organised in the college.

The institution has an outcome based remedial programme under respective subject staff members, co-ordinated by Mrs.M.A.Muniyammal, a senior staff member. Academically low achievers are identified by their performances. They are periodically monitored and evaluated with regard to test performance and learning difficulties. This programme is funded by UGC. (Appendix)

Advanced learners are identified by past performance, challenging assignments, opinions of the peers, teaching staff members and their participation in all the activities. They are monitored and rewarded suitably to develop their skills towards excellence.

Slow learners are identified from their performance, activities and the cause for slow learning is found out entrusting through a variety of assignments. To overcome the learning difficulties they are provided with guidance and counselling. (Appendix).

Guidance and counselling cell is functioning in our college and is co-ordinated by a teaching staff handling the psychology subject. Guidance and counselling is offered through guest lectures by qualified psychologists, medical practitioners, subject experts and persons from human resource departments. This guidance and counselling cell is funded by UGC. **(Appendix).**

Students' progress in the results of every test is analysed and inferences are made through result analysis prepared by the respective staff members. Feedback is provided to individual students and to their parents. **(Appendix)**

Before the commencement of practice teaching, students are provided with proper skill and training activities. These include life skill and communicative skill lectures, content analysis of school text books of their respective subjects, practicing micro-teaching skills, mini-teaching skills, lesson plan writing, demonstration by senior school teachers, simulated teaching, observing the peer teaching, model teaching in Thiagarajar Model Higher Secondary School and workshop on preparation of teaching-learning materials.

Follow-up support during practice teaching includes teacher educators visit to allotted schools, observation of students' lesson plan and teaching materials and providing necessary

guidance. Teacher educators maintain a practice teaching diary to take follow-up measures in the next visit to schools. (Appendix)

Alumni Association is functioning in our college from the year 2004. Office bearers for the academic year 2016-17 were elected on 14-01-2016. Constructive activities are conducted in the Alumni Association meeting and its fund is utilized for the growth and development of the institution. (Appendix)

Our college provides various extracurricular activities to develop the overall skill of students. Our students participated in the zonal level sports events conducted by Tamil Nadu Teachers Education University in the year 2015-16 and got prizes and certificates. Citizenship Training Camp is conducted to enhance the knowledge and skill in Yoga training, First Aid lecture cum demonstration, Fire fighting demonstration, Anti-Corruption lecture, Human rights discussion, Traffic rules and Handling accident situations, Consumer Awareness programme, Role of citizen in controlling Global Warming. **(Appendix)** Students are encouraged to publish articles in sectional association meetings, in the bulletin board which is available in each classroom, seminars, college magazines, e-journals of our college, workshops, projects and conferences. **(Appendix)** Our college has student union which functions effectively to liaise with students, staff members on academic and administrative matters.The head of the institution is the president of the council and the senior most staff member from the respective department is the vice-president. A secretary and a joint secretary and two sectional representatives for each department is elected from among students. **(Appendix)**

CRITERION VI
SUMMARY OF GOVERNANCE AND LEADERSHIP

The Institution has its own Logo, Vision, Mission, Objectives and Values to realize the traditionally-oriented, competency based teacher education by inculcating the cognizance of values and skills in student teachers who will contribute to Nation Building.

Vision Statement:-

"Thiagarajar college of Preceptors has the vision of generating Preceptors with Cognition, Values and skills towards Capacity Nation Building."

Mission Statement:-

Thiagarajar College of Preceptors strives ever towards developing highly self-motivated, intellectually competent, personally committed, socially responsible, emotionally stable, spiritually inspired and ethically oriented preceptors who will be role models to the student community and the society. This terminal behavior will be affected through, the inculcation of value and skill-based high quality education and training, necessary to teach, train and transform secondary school students for employment and further studies.

Instructional Objectives

- The objectives are stated as:-
- Giving Competency Based Education and Training to the students.
- Maintaining continual improvement in academic aspect.
- Involving faculty and support staff in all activities.
- Upgrading the competence of faculty and support staff.
- Involving students totally.
- Utilizing resources to the optimum extent.
- Interacting with other institutions.

The Institutional values are stated as:
We are honest and loyal

- We train sincere, hardworking and committed student teachers.
- We inculcate personal, human and social values.
- We respect religious values which facilitate the development of spiritual and moral values.
- We impart instructional and disciplinary values for the individual and National development to face the global challenges.

The vision and mission statements are printed in the college calendar which is in possession of every staff and student. They are also displayed in the Principal's room, library, office room and in different places of the campus along with Institutional objectives and policy. They are also given ISO documents.

Every staff member is issued with a copy of these statements. As a consequence of ISO certification, Management Representatives convene meetings once in three months and check periodically the work done by every individual staff at academic and administrative level. The responsibilities of the Management representatives are

- To ensure that all processes needed for the QMS as per the requirement of ISO 9001:2015 are implemented
- To report to the top management about the performance and health of QMS to enable review which shall be the basis for further improvement.
- To ensure that the customer requirements are known through the organization and
- To ensure liaison maintained with external agencies relating to the QMS.

The mission focuses on the goals and objectives to produce preceptors who are socially responsible, intellectually competent and value oriented. The mission focuses on the goal namely developing the preceptors with commitment intellect and to serve sincerely. The mission points out the tradition of the college which is value oriented. The mission states the objectives of producing intellectually competent preceptors who naturally can serve with the schools of any type at any place.

The mission statement also expresses the development of socially responsible preceptors who will definitely render justice to the society.

The Institutional objectives are fulfilled with the guidance of Thiru. Manickam Ramaswami B.Tech, the trustee of the Manickavasagam Charitable Foundation and Thiru.Elango, Secretary of the institution. The college is administered by a college committee (Ref.Website) constituted by the Chairman, management representatives, Principal and staff representative. Policy decisions on building expansion, introduction of new courses, appointments, solving problems and grievance redressing are the duties and responsibilities of the college committee. Three meetings are held annually and resolutions are passed every year. The Trust has appointed an administrative officer and an accounts officer to assist in the smooth running of the institution. The Principal is appointed by the committee adhering to the procedures of UGC, Government and Tamilnadu Teachers Education University. The principal heads the teaching staff and non-teaching staff of this institution. The academic body includes all the teaching staff and the administrative body has the ministerial staff. The staff members are delegated duties and responsibilities by the principal.

The management encourages and supports the involvement of the staff for improvement of the effectiveness and efficiency of the institutional facilities through its transparency. It encourages the staff for the professional growth and the development of faculty members are felicitated for their achievements, academic contribution to the institution producing centum results. Monetary benefits are given as a token of appreciation. Management has given full academic freedom to the staff and also maintains transparency. It never interferes in the college activities unnecessarily. It allows staff members for research activities & attending seminars. It never hesitates to provide infrastructural facilities required for effective transaction of content. Freedom is given for better practices.

The head of the institution, as a leader provides effective leadership to the faculty members and students for the smooth functioning of the institution. Head of the institution delegates responsibilities based on the knowledge, abilities, experience and skills possessed by the staff. The duties are allocated in a democratic way. Periodic checking, correction & guidance are given. At the outset work load is meticulously planned and regular time table is prepared. The principal conducts regular staff meetings for planning & implementing all activities. The principal reviews the attendance register of staff & students and in the absence of a teacher, substitution work is carried out.

Periodic checking, correction and guidance are given by the head of the institution. The work load of the staff is scrutinized to maintain balance. Time table is framed in such a way that infrastructural resources are utilized to the maximum possible extent. Instructional classes of staff are supervised and feedback is given for further improvement.

There is freedom to share knowledge and skills among staff and students. The institution has framed common time-table for micro teaching to inculcate training for the students adopting team teaching approach **(Appendix: Micro-teaching Timetable).** The faculty proficient in statistics or mathematics handles test & measurement classes for all students together. The faculty with expertise in any one skill will be demonstrating to all students. Arts & craft instructor helps the staff in preparing teaching aids like charts, OHP transparencies, models etc. He addresses all students & provides guidelines in preparing teaching aids **(Appendix: Teaching aids)**.

The faculty of education technology assists other members to use power point presentation. Assistance is given to other staff to handle interactive white board, smart board and setting LCD projector.

All staff send lesson plan through e-mail and they also prepare result analysis in computers. In research colloquium, the staff members share their ideas and knowledge related to research. The faculty of psychology guides other members in utilizing the tools available in the psychology laboratory. The faculty well versed in computer assists office staff without any hesitation.

The students are also fully engaged and various activities are planned without affecting the climate of the classroom and the curriculum transaction in cooperation with the concerned staff. Attendance of students is borne in mind. The head of the institution manages the non-teaching staff in allocating duties and responsibilities. They are guided to work as a team.

Secretary visits our college periodically and receives information from the principal. Administrative officer and accounts officer appointed by the management give information about the activities to be carried out and feed back for the same are communicated day-to-day electronically. The Principal communicates to the management about the information received through the feedback as and when it is required. (The formal & informal interaction between management and the staff also provides an opportunity for communication). College day report

is carefully scrutinized by the secretary for the further actions to be taken in the forth coming years. Management administers questionnaires to students upon teachers and make analysis. Management review meeting is conducted once in three months with management representatives and with all staff. During that time, the progresses of the academic activities are reviewed by the members.

Computer plays a vital role in the administration and governance. All staff members use computer considerably.

The institution collaborates with practice teaching schools to carry, practice in teaching programme. Experts from various neighbouring colleges, universities, retired educationist, chief educational officer, academicians are invited for guest lectures. The institution collaborates with schools to organize demonstration lessons for students. The Matriculation and DIET are linked by exchanging the staff. Our staff also provide their expertise to DIET & various schools at their request (**Photos)**.

The institution uses various data & information from the feedback. The information received through feedback is used to improve strategies of teaching, and adopting better methods for teaching & learning. The guest lectures feedback obtained from all academic activities help in restructuring programme in future.

The feedback obtained from parents in PTA meeting (**Appendix: PTA)** is carefully scrutinized and suggestions are implemented. For example, the conduct of tests once in a day, intimating the PTA meeting sufficiently earlier, organizing communicative English classes and counselling cell are suggestions made and they have been implemented.

The academic and administrative data are stored right from the date of admission till the result either in the form of folder or CDs for further reference. There is no specific MIS but faculty can store the course plan, handouts, lesson plan, seminar topics, assignment topics, question paper, association activities etc., in the computer to retrieve the same at any time. They are portable in the form of CD also.

The office also stores informations in CDs. We are half way through in the process of creating database in library and office. It is devised in such a way that a student trainee can locate books quickly through the accessibility of bibliography catalogue.

The institution manages human and financial resources for accomplishment of college activities. The resources needed to support the implementation of the mission and goals are planned and obtained.

Every year budgeting is done by the administrative officer in consulting with the principal who in turn consults the staff. Whenever needed on request, the finance is released. Budget is provided for various activities like field visit, remuneration for senior teachers, conduct of interview and uplift works. With a slight modification, financial allocation is carried out based on request from the concerned.

When a staff member makes a request to the Secretary for a new technological budget, if it is possible it is provided immediately. If it is not possible to be implemented immediately, it will be done in the next year. When the requirement is made for huge expenses, the budget is prepared and it is approved for the next academic year.

Staff members are appointed based on vacancy and requirements. In the case of aided sections after getting permission from the Government, a request is sent to the employment exchange for giving the list of eligible candidates. The menial workers are outsourced and monitored.

For recruiting staff the following specific procedures are followed.

For Aided Course

Recruitment is based only on merit

a. The vacant post is indicated in the workload. The permission for filling up the vacant post is sought from the Directorate of Collegiate Education, Chennai.

b. The list of eligible candidates is received from the employment exchange.

c. Advertisement is given in the leading newspapers.

d. The eligible candidates are called for personal interview.

e. The selection board shall consist of Chairman, Principal, Management representative and a subject expert who shall be either from Colleges or Universities.

f. The selected candidates shall be given appointment letters signed by the Secretary.

g. A reserve list of prospective candidates for faculty position is also prepared from the list of candidates interviewed, so that, in the event of the selected candidates not reporting for duty, the reserve list comes in handy.

h. The new staff member will be given the rules and regulations of the institution.

i. The approval is obtained from the Government and Tamilnadu Teachers Education University, Chennai.

For Additional Intake

At the end of the year, the Principal shall review the staff requirements taking into consideration, the additional work level or staff leaving the institution. Principal shall forward the staff requirement details to the Secretary. After consolidating the requirements in various departments, the principal with the concurrence of the Chairman shall arrange for publishing advertisements in the newspaper, specifying the qualifications, experience and other skills that are required.

a. Before releasing the advertisement, the same shall be verified for compliance by the principal. The applications received from the candidates are scrutinized.
b. The eligible candidates are called for personal interview.
c. The selection board shall consist of Chairman, Principal, Management representative and a subject expert who shall be either from Colleges or Universities.

Similar steps as that of aided course are followed except the step of getting approval from Government.

Part time staff is employed for physical education based on the qualification prescribed by the UGC, NCTE and TNTEU. The menial staffs are employed by outsourcing and they are monitored by a supervisor and Principal.

With the help of staff members, academic plan is prepared. The experiences faced by the staff in previous years help in preparing the academic plan. The availability of the required experts and a schedule of schools are checked over phone. While preparing for current academic plan, the plans of previous years are considered and the oral feedback obtained from staff members are also considered. All college activities like test, examinations, teaching practice, celebrations, life skill classes, CT camp, and guest lectures are borne in mind and the plan is prepared by the teacher in-charge. It is circulated among staff for revision and the final academic plan is finalised.

When any staff member is on leave, substitute arrangement is made. When the staff is on long leave, guest lectures are also arranged. A slight change in the timetable is carried out occasionally when guest lectures are arranged.

Teaching of the staff is assessed by the institution using an observation schedule and feedback. At the end of the year the teachers are appraised through the feedback given by the students **(Appendix: Student feedback)**. The feedback is collected using a questionnaire. Peer evaluation of teaching is carried out and feedback is given immediately to the concerned staff (**Appendix: Peer evaluation)**. .

The institution has established the following mechanism for performance assessment of its faculty. The institution has adopted continuous and comprehensive assessment of the faculty by the staff appraisal method (**Appendix: Self appraisal)**. The principal and the faculty members observe micro and macro orientations and demonstration lessons given by their colleagues (**Appendix: Feedback Principal)**. At the end of the demonstration they provide feedback. The performance assessment of the faculty is done at the end of the every academic activity through questionnaires, rating scales and oral feedback. At the end of the academic year, the students evaluates individual teacher educator's performance on different dimensions through questionnaires. The students also provide suggestion for future improvements. The feedback obtained is analyzed and interpreted. This information is shared with the faculty members individually by the principal.

The institution supports and encourages professional development of the faculty. The Management encourages staff members to participate in any educational programme and it does not interfere with the academic work and welcomes professionally associated excellence of the teachers. Training is given on academic auditing for teaching and non-teaching staff, Tamil language development, training on teaching skills, Yoga programme, Panacha Maha Yajna classes, awareness program on Vedic mathematics and short term course on research methodology (**Photos)**.

The teachers are provided with a modernized staff room with internet facility, sufficient cupboard white board and velvet boards, revolving executive chair, intercom facility, lift facility, notice board and fridge etc.,

The library is possessed with a good number of reference books and encyclopedias. Faculty can use technology lab, language lab and psychology lab freely. Office is freely accessible to the staff. All classrooms are well furnished with ceiling mounted LCD projectors. Generator facility is available in case of power shutdown, purified water facility is available for drinking. The

office and Principal's room are also equipped with modern facilities and are accessible by the staff easily. This helps to maintain transparency.

Complaint register is available in the office. The administrative office attends to all enquiries by the faculty and other stakeholders and provides necessary information. The administrative office attends to the complaints and grievances of the faculty and stakeholders and pass on the information to the principal. The faculty can make use of internet facility, in the office.

Work load of the staff is as per the norms of the University/Government. Apart from regular work load reflected in the time table, the faculty members shoulder the responsibilities of extension activities, consultancy university examinations assignments and participate in university, academic related activities. Whenever they go out to seminar or for any other college work, they are permitted to go with the permission of the head of the institution and to enter in the movement register.

The staff members are appreciated by the head of the institution or administrative officer. The financial management is maintained by accounts officer.

The college is a government aided one. Grants are received towards salary from the government and also from UGC.

Management contributes from the trust based on the need. The fee collected from additional intake is utilized fully. UGC grants also are utilized properly. The special fees collected from aided students are used for the purchase of articles for laboratories, library, sports and celebration (**Appendix: Special fee expenditure**). Money is spent from the tuition fee collected from the students of additional intake also.

A huge amount is spent by the management for infrastructure facilities, building, equipment and books. Every year they become an asset and not projected in the college budget but maintained separately. No donation is collected from anywhere in any form.

As the college is 60 years old, the previous experiences and anticipatory programmes etc., help in preparing a feasible budget. Day-to-day expenses are met out. To adjust the deficit, the least priority are draped in unavoidable situation.

Every year auditing is done by management auditor and Govt. Auditing team from joint directorate of collegiate education to conduct auditing. Besides, there is auditing from office of

accounts general frequently. Whenever in need, the management can audit the college account at any time in order to keep track of the expenditure.

Internal audit is being done by the management auditor. Information is given a day earlier. Thorough checking is done in all areas. The report is submitted to secretary of the college through the accounts office. Proper action is taken based on the report.

For external audit, intimation is given by the joint director of collegiate education few days in advance. They audit UGC accounts, salary grants, non-salary account and special fee account. They submit the report to Joint Director of Collegiate Education. The discussion regarding it is held in joint sitting with Joint Director of Collegiate Education. The audit report is handed over. The objections raised are dealt after the follow up measures. So far, there have been no major objections. There were six audit objections for the year in 2013-2014. (**Appendix: Audit objections**)

h.   Payment of unspent of special fee (medical allowance) Rs. 2790/- in the treasury.

i.   Payment of interest Rs.234/- related to approved staff salary should be paid to the treasury.

j.   Payment of interest Rs.335/- related to students scholarship account to the treasury.

k.   Distributing the interest of special fee account for all special fee expenses proportionately expenses.

l.   Secretary signature should be mentioned in salary and non-salary cash book.

m.   Books and journal are purchased under the head for UGC grant.

In the year 2014-2015 there are six audit objections are raised related to,

7.   Payment of interest Rs.285/- related to approved staff salary should be paid to the treasury.

8.   Payment of interest Rs.153/- related to students scholarship account to the treasury.

9.   Payment of interest Rs.1,627/- related to college entrance fee account to the treasury.

10.   Payment of interest Rs.810/- related to caution deposit account to the treasury.

11.   Students Pass book Xerox must be attached with the scholarship acutance entry book.

12.   Condom article list should be collected from concern departments in every year.

Financial management system is computerized. All data are computerized. In most of the cases, quotations, purchase order, queries etc., are processed through on line. Tally is used in accounting.

CRITERIA VII
INTERNAL QUALITY ASSURANCE SYSTEM

Internal Quality Assurance Cell was established in 2006. Dr.M. Maruthavanan is the co-ordinator from the year 2016. They had conducted classes on communication English for students, training in power point presentation, handling of Interactive Board for the staff and orientation for preparing e-content to our staff. IQAC cell have organised two national level seminar / workshop and has submitted totally four annual reports and one report on the last quarter to NAAC. The institution evaluates the achievement of goals and objectives through unit test, revision test and model test as per schedule and the results are analysed. Remedial measures and enhancement steps have taken for needy students.

Feedback is received from PTA, Alumni, guide teachers, Head of institution of practicing schools and Model school, teacher educators and students. The placement services are evaluated at the end of the academic year. The college day report summarises all major activities. For the aided section, admission is based on the single window system. In the case of additional intake, admission is based on merit considering the percentage of marks in UG and PG, in tests and interview. Four unit tests, two revision tests and one model examination are held. Absentees are given assignments. Slow learners are given remediation. Periodic staff meetings are conducted for monitoring academic activities (Appendix-11). ISO internal audit takes place once in three

months. The office and Head of the institution are easily accessible for information. Almost all events are known to members either orally or through circulars. The management has appointed an administrative officer who meets the staff periodically and gets feedback periodically from the principal and the Administrative officer through e-mail.

Accounts officer appointed by management, guides for proper financial management. Budgeting is done in consultation with the head of the institution. The vouchers are maintained properly for every expense. Tally is used for accounting. The institution does not get any donation. The fee collected from students under Additional Intake is spent fully for salary, infrastructure, maintenance and activities of the students. The best teachers from schools in and around Madurai are being invited to give demonstration classes for our students. Staff members are requested to pay special attention and provide assistance to visually challenged and orthopedically challenged. Our faculty are exposed to inclusive education given in our model school. The students visit the schools meant for visually challenged and learn their needs, learning methods and problems faced by them. Besides in the curriculum in all subjects there are areas dealing with exceptional and challenging children. Extension activities provide sample interactive environment, citizenship training camp provides social and citizenship skills through the following activities.

Activities-Under Citizenship Training Camp include Lecture –cum First Aid and its Demonstration, Personal Hygiene – yoga and Blood Donation camp, Anticorruption awareness lecture and Human rights awareness talk, First fight demonstration and Rescue operations – Mock drill, Consumer Awareness and Importance of NSS, NCC and Scouts. The topics covered under life skills are stress coping management and positive thinking, transactional analysis and Emotional Intelligence, communication skills development, Self-awareness, time management and empowerment

The students are taught in paper II psychology about the individual differences and exceptional children. Besides almost all students undertake teaching practice in schools where students are from diverse environment and get first-hand information about them. Institution caters to the needs of physically challenged students enrolled in the institution and offers scholarship. Orthopedically handicapped use the lift facility and are exempted from certain physical task including games. The visually challenged are exempted from certain practical works like psychology practical and are provided with scribes during examinations. The

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institution has the students strength of 200 out of these 80% are women and the secretaries of various associations are women students. Women's day is celebrated and "Women Development Cell" functioning smoothly at all occasions in our college.

Parents, Alumni, students and visitors can contact the office or head of the institution or the staff in person or over phone. PTA meetings are convened twice or once in a year. The intimation is sent to the parents through letters. Alumni Association Meetings is held once in a year through written communication or through advertisement in newspaper, and also in our institution website. Feedback is got from parents and Alumni and analysed for further improvement. Result analysis by every staff is communicated to peers, ISO auditing team, management and suitable actions are carried out. Analysis is done and actions taken for further improvement. Feedback forms are also given on the course to students to be analysed after the completion of examination.

ISO certification has helped us in maintaining the course file including syllabus, course material, hand out, question bank and question paper, lesson plan, lesson completion, student's attendance, non- conformity records, result analysis, seminar and assignment file, Time table, equipment list, laboratory manual, list of experiments, condemned articles register and breakage register, safety procedure and housekeeping , administrative and Top management procedures, quality objectives process measures.

Fulfilling core values defined by NAAC are contributing to national development and Inculcating a value system among students, fostering Global Competency among students and promoting use of technology and Quest for excellence.

ANNEXURE.

PERFORMANCE APPRAISAL REPORT – I

SELF APPRAISAL OF TEACHERS

i)   **General Information**

    a) Name   : V. RAJAYOKIAM

    b) Address (Residential) : Kalairajan Illam, 9-Bharathi Nagar 4th street,

                                   Krishnapuram Colony, Madurai – 14.

    c) Designation   : Associate Professor

    d) Department   : English Education

    e) Date of Birth   : 21.11.1958

    f) Area of Specialization : English Language Teaching (ELT)

A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	Tamil Nadu State Board	General Education	1975	First Class – 63%
Higher Secondary or Pre-Degree	PUC – MKU	Maths, Physics, Chemistry	1976	Second Class – 58%
Bachelor's Degree (s) (i) BA.,	Madurai Kamaraj University	English Lit.,	1979	Third Class – 44.04%
(ii)B.Ed.,	Madurai Kamaraj University	Education	1982	Second Class – 57.45%
Master's Degree (s) (i)M.A.,	Madurai Kamaraj University	English	1982	Second Class – 55.93%
(ii)M.Ed	Madurai Kamaraj University	Education	1990	First Class – 61.43%
Research Degree (s) (i) M.Phil	Madurai Kamaraj University	English	1984	Second Class – 59.50%
(ii)Ph.D.,	Madurai Kamaraj University	Education	Awarded	
Refresher Course, 6.11.2002 to 26.11.2002 Vivekananda College, Thiruvedagam				

Orientation Course, 03.5.2005 to 30.5.2005, MKU	
Refresher Course, 13.02.2007 to 05.3.2007 "English Communication", MKU	
Refresher Course 21.5.2008 to 10.6.2008 "Educational Technology", Pondicherry University	

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii)   Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Thomas Hardy : "A Thematic Analysis of –"Far from the Madding Crowd and Tess of the D'Urbervilles".	Thiagarajar College - 1983
Ph.D.	"Intervention To Improve Proficiency in English Language Skills of Graduate Student Teachers-An Experiment"	Madurai Kamaraj University - 2005
Post-Doctoral	M.Phil. Guidance	Madurai Kamaraj University
Publications (give a list separately)	"Content Enrichment and Methodology"	Government of Tamilnadu Directorate of School Education- Chennai
Research Guidance (give names of students guided successfully)	A.Paramasivam I.Velangkanni S.Vairamani K.Chezhian Umamaheswari	Madurai Kamaraj University
Training (please specify)	Language Laboratory	Thiagarajar College of Preceptors, Madurai -9

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
"Improving of Teaching skills of Elementary School Teaching in Madurai".	Institutional Govt. of TN SSA	2003 – 2004	Year of completion 2004.

C) Seminars, Conferences, Symposia, workshops, Orientation Programme, Refresher course etc. attended

S.No	Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Title	Place and Date
1	Canadian Studies- Post Modernism and Post colonialism-Recent Trends	Bharathidasan University	Canadian Studies- Post Modernism and Post colonialism-Recent Trends	17th to 19th December 1996, Trichy
2	Current Trends in Literacy criticism and Language Teaching	National College	Current Trends in Literacy criticism and Language Teaching	05-03-1997 to 08-03-1997 Trichy
3	Orientation Programme	IGNOU	Orientation Programme	20-10-2000 Madurai
4	Attended an In-Service Teacher Development Programme	State Institute of English	Communicative Language Teaching	17-21 September 2001, Chennai
5	Quality sustenance and Enhancement Programme	NAAC	First National Convention of Accredicted Institutions NAAC	18-10-2001 to 20-10-2001 Chennai
6	Problems and Prospects on Teacher Educators	Thiagarajar College of Preceptors	Problems and Prospects on Teacher Educators	29th and 30th December 2002
7	Indian Education – Challenges and Perspectives	MKU - Gandhigram	Indian Education – Challenges and Perspectives	Gandhigram 18th & 19th December 2004
8	Hand book development workshop	DIET – T.Kallupatty	Hand book development	19-10-2005 T.Kallupatty

			workshop	
9	English Language Teacher's Association of India	ELTAI	Fifth Regional Conference of English Teachers	21-22 October 2005, Madurai
10	Accreditation Programme	Bannari Amman Institute of Technology	Accreditation Programme	27th January 2007 Sathyamangalam
11	Elementary Education students Mental Health	DIET – T.Kallupatty	Elementary Eduation students Mental Health	26th and 27th July 2007 T.Kallupatty
12	Challenges Met and Managed at Elementary classes	DIET-Palayampatty	Challenges Met and Managed at Elementary classes	26-09-2007,Palayampatty
13	Women's Education – A Necessity	Mother Teresa University	Women's Education – A Necessity	23rd & 24th Feb 2008
14	Enhancing the Efficiency of the Slow learners	MKU Thiagarajar College of Preceptors	Enhancing the Efficiency of the Slow learners	3rd & 4th May 2008
15	Enhancing the Emotional well – being	DTERT – Chennai	Enhancing the Emotional well – being	16th & 17th Dec 2008.
16	Education For Mitigation Of Human Conflicts	Annamalai University	A study on Conflict among the adolescent school students	Chidambaram 19 -02 – 10
17	Examination Reforms in B.Ed Programme	Thiagarajar College Of Preceptors	Work shop	Madurai, 23 – 10 – 10
18	Emotional Intelligence	Madurai Kamaraj University	Work shop	Madurai, 24 – 11 – 10
19	e-Content development for College Teachers	Madurai Kamaraj University	Work shop	Madurai, 28 – 09 – 10
20	Imperatives of Ethical,Cultural and Universal values in Education for Human Excellence	Thiagarajar College of Preceptors	Quality Management Systems in Higher	Madurai 20-04-2012 and 21-04-2012

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			Education as an enhancing tool	
21	Quality Improvement	All India Radio	Workshop	2013-2014
22	Sustenance of Ethical and Cultural Values	Thiagarajar College of Preceptors	workshop	2013-2014
23	"Professional Tag of War and New age learning among The Teaching and Non-Teaching staff members of Institutions In India"	Thiagarajar College of Preceptors	Seminar	12.8.2015
24	Language Competence and Interview Techniques	Thiagarajar College of Preceptors	Workshop	29.7.2015
25	Work shop on preparation of Teaching Aids for Student Teachers			27.10.2015
26	Students and Parents Dilemma in selecting streams of professional Arts and Science Programmes in Higher Education	Thiagarajar College of Preceptors	Work shop	26.8.2015
27	Developing Android and Windows applications	Thiagarajar College of Preceptors	Workshop	24.3.2016
28	Counselling and Innovative strategies to prevent suicides and Violence in the Society		Workshop	7.5.2016

iii) **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
U.G. (B.A./B.Sc.,B.Ed., Pass) (B.A./B.Sc., etc. Hons.)	Thiagarajar College of Preceptors, Madurai	30.03.2000 to Till date
P.G. (M.A./M.Sc., etc.)	National College, Trichy	27.07.1996 to 30.09.1997
BA., / B.Sc., / B.Com	National College, Trichy	27.07.1996 to 30.09.1997
	Thiagarajar College	23.09.1985 to 20.04.1986 08.07.1986 to 28.09.1987 29.09.1987 to 27.03.1988

Total Teaching Experience:

a) Under-graduate (Pass)   :   B.Ed 16 years 9 months
b) Under-graduate (BA/B.SC/B.Com) :   3 years 5 months
c) Post-graduate MA English   :   1 year 2 months

viii) **Innovations/Contributions in Teaching**

a) Design of Curriculum : B.Ed Curriculam Designing, Revision of syllabus

b) Teaching methods   :Project Method, Discussion methods, Team teaching, Lecture method

c) Laboratory experiments: Practical activities, administrating test, assignments, teaching and testing.

d) Evaluation methods   :Test, assignments, Seminars

e) Preparation of resource material including books, reading materials, Laboratory manuals etc.
                     : Hand outs, Teaching Aids

f) Remedial teaching /
Student Counselling   : Remedial measures are taken in for B.Ed students
(Academic)

g) Any other   : Involving in community service, Tutoring, Remedial

ix) Extension Work/Community Service - Yes
a) Please give a short account of your contribution to:
i) Community work
   Such as values of National Integration,   : yes, Doing community service
   Secularism, democracy, socialism,   extension wok and Blood
   Humanism, peace, scientific temper,   donation etc.
   Flood or drought relief, small family norms etc.

ii) a) National Literacy Mission   : Attending tutoring programme at
                                 Thiagarajar Model Hr. Sec School

b) Positions held/Leadership role played   Participated NSS Activity
  in organizations linked with Extension: NCC "B" Certificate holder
  Work and National service Scheme (NSS) :
  or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution   : (i) B.Ed Curriculum designing
                                          (ii) Physical Education Incharge
b) Co-curricular Activities   : Community service, Cultural activities are
                                          carried out
c) Enrichment of Campus Life   :   Yes, Physical Education incharge, cultural
    (Hostels, sports, games cultural activities) activities, Games, etc
d) Students Welfare and Discipline   : Conducting Assembly everyday

e) Membership/Participation in Bodies/Committees
    On Education and National Development :
    1. Individual Life Member – All India Association for Educational Research,
       Bhuvaneswar
    2. Academic Council Member, Meston College of Education, Chennai
    3. Board of studies Member, Meston College of Education, Chennai
    4. English Language Teachers' Association of India
    5. Society for Educational Research Development and Excellences-Founder Member
    6. Teacher Educator Forum, MKU
    7. Member of the Victoria Edward Hall, Madurai
    8. Subject Expert for Asst. Prof selection Committee – Vice Chancellor's Nominee

f) Professional Organization of Teachers.
    (a) Membership of Professional Bodies, Societies etc.
    (i)   1. Individual Life Member – All India Association for Edcuational Research,
                                  Bhuvaneswar
    (ii)   2.Academic Council Member, Meston College of Education, Chennai
    (iii)   3.Board of studies Member, Meston College of Education, Chennai
    (iv)   4.English Language Teachers' Association of India
    (v)   5. Society for Educational Research Development and Excellences-Founder
                   Member
    (vi)   6.Teacher Educator Forum, MKU
    (vii)   7.Member of the Victoria Edward Hall, Madurai

    (b) Editorship of Journals: College Magazine Editor
F. Any other information   : Co-ordinator in review of books, reader club, etc.

(Signature of the Teacher)

PERFORMANCE APPRAISAL REPORT-I

SELF APPRAISAL

A. General Information

    a) Name   : M.A. Muniammal.

    b) Address (Residential)   :B22,Vichithra,Visthara Apartmemt,Vilankudi,Madurai: 625402

    c) Designation   : Associate. Prof. of History

    d) Department   : History

    e) Date of Birth   :18.03.1966

    f) Area of Specialization   : History

B. Academic Qualification :

Exam Passed	Board/ University	Subject	Percentage	Year	Division/ Grade/ Merit etc.,
10	Apper high School, Board of Secondary Education, T.N	General	64.4%	1982	I
12	Sagayarani Hr.Sec.School	History, Economics, Commerce & Accountancy	66.3%	1984	I
BA	Lady Doak College	History	53%	1987	II
B.Ed	MKU	History	64.33%	1992	I-Theory II-Practical
MA	Lady Doak College	History	63%	1989	I
M.Ed	MKU	Education	60%	1996	I
M.Phil	MKU	History	68%	1991	I

- For teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

C. Research Experience & Training

Research Stage	Title of the work/ theses	University where the work was carried out
M.Phil. or Equivalent	Karaikudi Municipality-A Study.	Madurai Kamaraj university.
Ph.D.	…..	…..
Post –Doctoral	…..	…..
Publication (Give list separately)	…..	…..
Research Guidance (Give name of the students guided successfully)	…..	…..
Training (Please Specify)	…..	…..

D. Research Projects carried out

Title of the project	Name of the Funding Agency	Duration	Remarks
Improving the Teaching Skills of Elementary Teachers at Madurai.	Tamilnadu State Government, and SSA	10 months	Co-investigator(Institution Project)

E. Seminars, conferences, symposia, workshops etc. Attended

Name of the seminar/ conference/ symposia/	Name of the Sponsoring Agency	Place and date

workshop etc.,		
Participated-state level seminar on "Teacher Education Programme"	THIAGARAJAR COLLEGE OF PRECEPTORS	Madurai.29.12.2002 and 30.12.2002
Participated in one day Orientation programme	IGNOU-TCP(2517)	Madurai.20.10.2001
Attended two days Tele Conference	IGNOU	Tuticorin
In-Service programme on Latest trends of Meta Teaching in History.	INSTITUTE OF STUDY IN EDUCATION.	Chennai.29.112004 to01.12.2004.
Participated and presented a paper on "Problem and Issues in Teacher Education" in the National level seminar on "Quality Enhancement In Teacher Education and Prospects of IQAC"	ST.JUSTIN'S COLLEGE OF EDUCATION.	Madurai.11.04.2008 and 12.04.2008.
Participated and presented a paper on Betterment/Hindrances in the teaching learning of slow learners in the National level seminar.	THIAGARAJAR COLLEGE OF PRECEPTORS	Madurai.03.05.2008. and 04.05.2008.
Completed training under the Intel "Teach Essentials Course.	INTEL	Madurai. 08.12.2008-13.12.2008.
Participated in the Workshop on Capacity B building of Women Managers in Higher Education.	UGC	Lady Doak College. 05.01.2010-09.01.2010.
Participated in the state level Workshop on Examination Reforms in B.ED Programme.	UGC	TCP,Madurai.22.10.2010 and 23.10.2010.
Participated in the National level seminar on Recent Trends in Archaeolog.	SRI MEENAKSHI GOVERNMENT COLLEGE FOR WOMEN(A)	Madurai.28.01.2011.
Participated and presented a paper entitled ICT-Enabled	N.P.R.COLLEGE OF EDUCATION, NATHAM.	Dindigul.29.01.2011.

teacher education in the state level seminar on Modern Trends of ICT in Teaching Technology.		
Participated and presented a paper entitled Value Education in the state level seminar on challenges in Teacher Education in the Present Scenario.	K.L.N. B.Ed College	Madurai 11.02.2012
Participated and presented a paper entitled Mental Retardation-Reflection in children in the National level seminar on "Teachers Parenting the children with Special Needs"	St.Charles College of Education, Thirunagar.	Madurai 18.02.2012
Acted as a resource person in Orientation programme for the DIET teachers on Diploma in Elementary Education	DIET Kalayarkovil	Sivagangai 27.06.2012
Participated and presented a paper entitled paper entitled "Growth and Development of Higher Education in the current Trend in the International conference on Emerging Vistas of Higher Education in the LPG ERA	Thiagarajar College of Preceptors	Madurai 15.3.2013

F. Teaching Experience

Courses Taught	Name of the University/College/Institution	Duration
i) U.G.	Thiagarajar College of Preceptors, Madurai – 9	17.7.2000 to till date
ii) P.G.	…..	…..
iii) M.Phil.,	…..	…..
iv) Any other	As a Counsellor in IGNOU B.Ed	2000-2010
	As a Additional Programme in charge in IGNOU	2006-2010

Total teaching experience

a) Under Graduate (B.Ed.) : 13 years

b) Under Graduate (Hons) : NIL

c) Post –Graduate : NIL

G. Innovations/ Contribution in Teaching

a) Design of Curriculum : **Acted as resource Person for modification of B.Ed Curriculum of - M.K. University.**

b) Teaching Methods : **Project Method, Discussion Method, Team Teaching, Multi- media approach and - Role- Play.**

c) Laboratory Experience : **Practical activities are given.**

d) Evaluation Methods : **Achievement Test, assignments, Seminars and Symposium.**

e) Preparation of resources material including books reading materials, laboratory manuals etc. : **Hand outs and Question Bank and Course plan.**

f) Remedial Teaching/ students Counselling (Academic) : **Remedial measures are taken for B.Ed Students.**

g) Any other : **Mentor System.**

H. Extension work / community service :

(a) Please give a short account of your contribution to :

i) Community work such as values of national Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc., : **Community Service In charge, Participated in College Extension activities, Citizenship camp in charge.**

ii) National Literacy Mission : **Yes, Teaching the illiterates**

iii) Positions held/ Leadership role

iv) played in organisations linked with   : **Cultural activities in charge, Placement in**
extension work and   **charge, community service in charge, Students**
National Service Scheme (NSS)   **welfare and discipline in charge, citizenship**
or NCC or other similar activity.   **Camp in charge, tutoring in charge, Remedial**
                                                              in charge.

I.   Participation in corporate life   :

Please give a short account of your contribution to:

a) College/ University/ Institution   : **Framed Syllabus for Teaching of History for**
                                                              Madurai kamaraj University, In charge of college
                                                              committee services, Monitoring late comers, take care
                                                              of lady students and In charge of the student discipline
                                                              committee

b) Co-curricular activities   : **Helping to organise cultural activities and**
                                                              Celebrations.

c) Enrichment of campus life (hostels,
Sports, games, cultural activities)   : **Sports, games, cultural activities etc.**

d) Students welfare and discipline   : **In charge of the Students welfare and discipline**
                                                              Committee

e) Membership/ participation in bodies/   **: Life Member of Society For Educational Researchers**
committees on education   **Development and Excellences,**
and National Development   **Madurai – 06**

f) Professional Organisation of Teachers :

   a.   Membership of professional bodies, societies etc. : **Founder member of SERDE**
   b.   Editorship of journals   : **Edited College Magazine.**

J.   Any other information : **Additional programme In charge of the IGNOU B.Ed**
                                            Programme and acted as a resource person

Date   **Signature of the Teacher**

SELF APPRAISAL OF TEACHERS

iv)   **General Information**
   a) Name: :Dr.M.MARUTHAVANAN
   b) Address (Residential):2,Manickavasagam illam, By pass road east street,
                                Pasumpon Nagar, Madurai – 3 Ph.No: 99945 92227
   c) Designation   : Asst. Professor
   d) Department   : Physical Science
   e) Date of Birth   : 01-03-1971
   f) Area of Specialization : Physics

D) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	Tamil Nadu State Board	Tamil, English, Maths, Science,Social Science	1986	First Class
Higher Secondary or Pre-Degree	Tamil Nadu State Board	Tamil, English, Maths, Physcics,Chemistry, Computer Science	1988	First Class
Bachelor's Degree (s) (i) B.Sc., (i)	Madurai Kamaraj University	Physics, Maths, Applied Electronics	1991	First Class
(ii)B.Ed.,	Madurai Kamaraj University	English & Physical Science	1994	Second Class
Master's Degree (s) (i)M.Sc.,	Madurai Kamaraj University	Physics	1993	First Class
(ii)M.Ed	Anamalai University	Education	2000	Second Class
Research Degree (s) (ii) M.Phil	Alagappa University	Physics	1995	First Class
(iii)M.Phil	Madurai Kamaraj University	Education	2007	First Class
(iii)Ph.D.,	Madurai Kamaraj University	Education	2015 July	

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

v)   **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	"A study on the attitude of women's education as perceived by parents of secondary school students residing in and around Madurai".	Madurai Kamaraj University, Madurai.
Ph.D.	Select Psycho-Social variables' Influencing on Academic Achievement of Secondary School Pupils	Madurai Kamaraj University
Post-Doctoral	Nil	
Publications (give a list separately)	Appendix – I	
Research Guidance (give names of students guided successfully)		
Training (please specify)		

E) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
Nil	Nil	Nil	Nil

F) Seminars, Conferences, Symposia, workshops, Orientation Programme, Refresher course etc. attended

S.No	Name of the Seminar/Conference/Sympo sia workshop, etc.	Name of the Sponsoring Agency	Title	Place and Date
1	Orientation Programme	UGC		MK university 27-07-2011 to 23-08-2011
2	Refresher Course	UGC	Refresher course in physics	University of Madras 23-08-2012 to 12-09-2012
1	Impact of Globalisation on Indian Business and Culture	Mannar Thirumalai Naicker College,	Impact of globalization of education in india	Madurai, 05 -01 - 08
2	Quality Perpectives in Teacher Education	Periyar University	Indentification of areas that need modification in B.Ed Programme	Salem, 19 – 03- 08
3	Enhancing the Efficacy of Slow Learners and Under Achievers	Thiagarajar College of Preceptors	IQ and Academic achievement of under graduate students and the factors influencing achievement	Madurai 04 – 05 – 08
4	Application of Information and Communication Technology for the Teacher educators in Physical Science	Madurai Kamaraj University	Application of Information and Communicati on Technology for the Teacher educators in Physical Science	Madurai 21 – 01 – 09
5	Computer Based Teaching	Virudhunagar M.S.P.Nadar College of Education	Workshop	Virudhunagar 28 – 02 – 09

S.No	Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Title	Place and Date
6	Education, Research and Innovations for Inclusive Societies	Dravidian University	Participation	Kuppam 21 – 03 – 09
7	Improving Teachers' competency through e-learning solutions	Jenney's College of education	Attitude towards e-learning Among Students Teachers	Trichy, 09 – 01 – 10
8	ICT and Education	Virudhunagar M.S.P.Nadar College of Education	Attitude towards ICT among student Teachers	Virudhunagar 06 – 02 – 10
9	Education For Mitigation Of Human Conflicts	Annamalai University	A study on Conflict among the adolescent school students	Chidambaram 19 -02 – 10
10	Education for Socially and Economically Deprived	Pondicherry University	Study on isolates of Higher Secondary students	Pondicherry 13 - 03 – 10
11	Role of ICT In Teacher Education	V.O.Chidambaram College of Education	Attitude towards I.C.T among student Teacher	Thoothukudi 20 – 02 – 10
12	Technology Enabled Teaching	Annamalai University	Attitude towards I.C.T among student Teacher	Chidambaram 13 – 06 – 10
13	National Curriculum Framework for Teacher Education	Madurai Kamaraj University	Work shop	Madurai, 16 – 07 – 10
14	Examination Reforms in B.Ed Programme	Thiagarajar College Of Preceptors	Work shop	Madurai, 23 – 10 – 10
15	Emotional Intelligence	Madurai Kamaraj University	Work shop	Madurai, 24 – 11 – 10

S.No	Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Title	Place and Date
16	e-Content development for College Teachers	Madurai Kamaraj University	Work shop	Madurai, 28 – 09 – 10
17	Personal Effectiveness Programme	Meston College of Education	Personal Effectiveness Programme	Chennai, 10 – 01 – 11
S.No	**Name of the Seminar/Conference/Symposia workshop, etc.**	**Name of the Sponsoring Agency**	**Title**	**Place and Date**
18	Recent Trends in Educational Technology	Virudhunagar M.S.P.Nadar College of Education	EDUSAT	Virudhunagar 28 – 01 – 11
19	Modern Trends of ICT in Teaching Technology	N.P.R College of Education	ICT Enabled Teachers Education	Madurai, 29 – 01 – 11
20	Paradigm shift in Education in the Present scenario	Mother Theresa University	Teaching the Awesome Autism	Kodaikanal 19 – 02 – 11
21	Imperatives of Ethical,Cultural and Universal values in Education for Human Excellence	Thiagarajar College of Preceptors	Quality Management Systems in Higher Education as an enhancing tool	Madurai 20-04-2012 and 21-04-2012
22	Dynamism of Right to Education Act-The tasks ahead	UGC	Elementary School teacher's awareness on Right of children to free and compulsory Education Act-2009	Chennai 09-04-2013 And 10-04-2013
23	Education for Elevation	Bharathiar University	A study Practice and Academic Achievement Among Xth Std pupils in Madurai District	Coimbatore 18-04-2013 and 19-04-2013

S.No	Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Title	Place and Date
24	Human Rights Education For Teacher Educators	UGC	A Study on Human Rights Awareness Among the Students – Teachers in Madurai District	Tirunelveli 31st October and 01st November 2014
25	Quality Teacher Education: Redesigning the Parameters	Annai Theresa College of Education For Women	Ethical Value Among B.Ed Students In Madurai Dist.	Thiruvanamalai, 8th December 2014
S.No	**Name of the Seminar/Conference/Symposia workshop, etc.**	**Name of the Sponsoring Agency**	**Title**	**Place and Date**
26	Education For Human Resource Development and Management	Mother Teresa Women's University	A study on Human Rights Perceived by women Student teachers	14th and 15th November 2014.
27	Empowering Youth in Higher Education to Combat Social Iniquities	UGC	News Paper Reading Habits Among Student Teachers – An Analysis	25th and 26th September 2014
28	Higher Education in India and Abroad	SVN College	Attitude Of Teacher Educators Towards ICT	Madurai 21st November 2015

vi) **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
U.G. (B.A./B.Sc.,B.Ed., Pass) (B.A./B.Sc., etc. Hons.)	Thiagarajar College of Preceptors, Madurai	Since October,2007 to till date
v) P.G. (M.A./M.Sc., etc.)	Nil	Nil
vi) M.Phil	Nil	Nil
vii) Any other	Nil	Nil

Total Teaching Experience: 09 years 5 Months

c) Under-graduate (Pass) : 09 years 5 Months
d) Under-graduate (Hons) : Nil
c) Post-graduate : Nil

viii) **Innovations/Contributions in Teaching**

h) Design of Curriculum : Nil

i) Teaching methods :Project Method, Discussion methods, Team teaching, Lecture method

j) Laboratory experiments: Practical activities are given

k) Evaluation methods :Test, assignments, Seminars

l) Preparation of resource material including books, reading materials, Laboratory manuals etc.
: Hand outs

m) Remedial teaching /
Student Counseling : Remedial measures are taken in for B.Ed students
(Academic)

n) Any other : Nil

ix) Extension Work/Community Service

c) Please give a short account of your contribution to:

j) Community work
Such as values of National Integration, : yes, Doing community service
Secularism, democracy, socialism,
Humanism, peace, scientific temper,
Flood or drought relief, small family norms etc.

ii) National Literacy Mission : Teaching the illiterates

d) Positions held/Leadership role played Red Ribbon Club In charge,
in organizations linked with Extension: Extension Activity In charge,
Career counseling cell in charge,

Work and National service Scheme (NSS) : Nil
or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

g) College/University/Institution   : (i)   I discharge my academic work sincerely
(ii) I am the in charge of ISO certification for
Our college
h) Co-curricular Activities   : Organizing Education trip

i)   Enrichment of Campus Life   :   Cultural In charge
(Hostels, sports, games cultural activities)
j)   Students Welfare and Discipline   : Arrange various meeting for students welfare

k) Membership/Participation in Bodies/Committees
On Education and National Development
(i) Life Member of Society For Educational Researches Development and
Excellences(SERDE), Madurai – 6.
(ii) Life Member in All India Association of Educational Research, Bhuvaneswar.

l)   Professional Organization of Teachers.

E. **(a) Membership of Professional Bodies, Societies etc.**

(viii)Life Member of Society For Educational Researches Development and
Excellences (SERDE), Madurai – 6.
(ix) Life Member in All India Association of Educational Research, Bhubaneswar.

(b) Editorship of Journals

F. Any other information   : Nil

(Signature of the Teacher)

PAPER PUBLICATION

1. "Our Real Essence – An Empirical Study" Published in the Journal, Journal Of School Social Work October – 2009.

2. "Scholastic Enrichment" Published in the Journal, Journal of School Social   Work – September – 2010. ISSN: 0976 – 3759.

3. "Environmental Awareness Of Higher Secondary Students" in the Journal, Sri Sarada Journal Of Frontiers Of Knowledge – March – 2016. ISSN No: 2277-3398.

4. "Infusion Of Technology in Instruction and Learning Motivation Among Higher Secondary School Students" in the Journal, Sri Sarada Journal Of Frontiers Of Knowledge – March – 2016. ISSN No: 2277-3398.

SELF APPRAISAL FORM

i) General Information
   a) Name: K. Kumaresan
   b) Address (Residential): 2/436 A, Vignesh Nagar 1st Street,
                                              P.R.C. Colony Colony, Kovilpappkudi Extn.,
                                              Madurai - 625018
                                              Ph. No :9443406030
   c) Designation: Assistant Professor in Mathematics
   d) Department: Mathematics Education
   e) Date of Birth: 12/06/1964
   f) Area of Specialization : Teaching of Mathematics

ii) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit

High School	Board of Secondary Education Board, Tamil Nadu	General Education	1979	72% / I
Higher Secondary or Pre-Degree	Board of Higher Secondary Education, Tamil Nadu	Tamil, English, Mathematics, Physics, Chemistry and Biology	1981	59% / II
Bachelor's Degree (s) (i)	B.Sc	Mathematics	1984	56% / II
(ii)	B.Ed,	Mathematics Education	1990	69% / I
Master's Degree (s) (i)	M.Sc	Mathematics	1987	62% / I
(ii)	M.Ed	Education	1994	60% / I
Research Degree (s)	M.Phil	Mathematics	2004	55% / II
Other Diploma / Certificates etc.	Diploma in Computer Application	Computer Science	2005	61% / I

iii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
Ph.D	Another Generalization of Closed Sets in Bitopological Spaces	Alagappa University
Training (please specify)	Psycho-Educational Skills	6th to 12th August 2014, District Administration, Madurai

iv) Research Projects carried out
Nil

G) Seminars, Conferences, Symposia, workshops, etc. attended

Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place and Date

National Conference on 'Emerging Vistas of Higher Education in the LPG (Localization, Privatization and Globalization)'	Thiagajar College of Preceptors	Madurai, 15th -16th March 2015
Short Term Course on 'Research Methodology'- Coordinator	Thiagarajar College of Preceptors	Madurai, 26th - 27th April 2013
International Conference on 'Imperatives of Ethical, Cultural and Universal values in Education and Human Excellence'	Thiagarajar College of Preceptors	Madurai, 20th -21st April 2012
National Seminar on Fuzzy Mathematics and its Applications	Algappa University	Karaikudi, 28th & 29th March 2008
Resource Person in the UGC sponsored National Conference on 'Beyond Paper and Pencil Test'	Thiagarajar College of Preceptors	Madurai, 2nd -3rd December 2011
$(1,2)^{*}$- $\ddot{g}$ -Closed Sets in Bitopological Spaces	International Journal of Advances In Pure and Applied Mathematics Volume 1 Issue 3(2011), Pages 98-111. DOP 31 December 2011	30th December 2011
$(1, 2)^{*}$- $\ddot{g}$ -Closed Sets and Decomposition of $(1, 2)^{*}$-Continuity	International Journal of Mathematical Archive-3(3), 2012, Page: 956-961 ISSN 2229 – 5046	26th March 2012
$(1, 2)^{*}$- $\ddot{g}$ -Closed and $(1, 2)^{*}$-g -Open Maps in Bitopological Spaces	International Journal of Mathematical Archive-3(2), 2012, Page: 586-594 ISSN 2229 – 5046	13th February 2012
$T_{(1,2)^{*}}$- $\ddot{g}$ -spaces	International Journal of Advances in Pure and Applied Mathematics, 2(2)(2012)	20th February 2012
$(1,2)^{*}$- $\ddot{g}$ -locally closed sets	Global Journal of Advances in Pure and Applied Mathematics, 1(3) (2012)	10th January 2012
$(1,2)^{*}$- $\ddot{g}$ -continuous maps	Global Journal of Advances in Pure and Applied Mathematics, 1(3) (2012)	3rd January 2012
$(1,2)^{*}$- $\ddot{g}$ -closed sets in bitopological spaces	International Journal of Advances in Pure and Applied Mathematics, 1(3)(2011), 98-111	23rd November 2011

Seminar on Emotional Intelligence	Centre for Educational Research, MKU	23rd – 24th November 2010
Resource person on State Level Workshop on 'Reforms in B.Ed Programme' (UGC Sponsored)	Thiagarajar College of Preceptors	22nd - 23rd October 2010
On weakly (1,2)*- $\ddot{g}$ -closed sets	Published in Online http://www.scribd.com/doc/87149231/Cweakly1	23rd March 2010

vii)   Teaching experience

Courses taught	Name of the University/College/Institution	Duration
B.Sc Mathematics B.Sc Physics and B.Sc Computer Science	Ayira Vysiar College, Madurai	9 years 4 months- 08.10.1992 to 09.02.1998 & 23.07.2001 to 29.05.2005
B.Ed	NPR College of Education	1 year - 06.06.2005 to 04.05.2006
B.Ed	A.S.College of Education	2 years - 13.07.2007 to 30.09.2009
B.Ed	Thiagarajar College of Preceptors	01.10.2009 to till date

viii) **Innovations/Contributions in Teaching**

o) Using various teaching methods such as Discussion method, Demonstration method, Simulation method, Inductive and Deductive method of teaching.
p) Method Lab activities including 6 innovative methods for both Optional Subject
q) Mathematics laboratory activities
r) Continuous and comprehensive evaluation with oral and written tests such quiz program, programmed learning material, unit tests, revision tests, model exam,
s) Preparation of resource material includes notes of lesson, laboratory manuals, course plan, question bank, objective type questions and power point presentations.

ix) Extension Work/Community Service
e) Please give a short account of your contribution to:
k) Coordinator for Citizenship Camp to inculcate roles of citizens in protecting the environment, handling the accident situation with first-aid, knowing fire fighting techniques, understanding the value of yoga, national Integration, secularism and democracy etc.

ii) **National Literacy Mission**
a) Nil
f) Participated in National service Scheme (NSS) activities

D. Participation in Corporate Life:

Nil

E. **(a) Membership of Professional Bodies, Societies etc.**

Nil

F. **Any other information**

Contributing to get placement of students for the last 7 years and more than 90% of students got employment opportunity as teachers in various schools throughout Tamil Nadu.

(Signature of the Teacher)

SELF APPRAISAL FORM

- **General Information**
  1. Name: Thangavel.K
  2. Address (Residential): 284, Sourastra Teachers Colony,
     Anuppanadi,
     Madurai - 625009
     Ph. No : 9994497044

  3. Designation: Assistant Professor in Physical Science
  4. Department: Physical Science
  5. Date of Birth: 18/07/1981
  6. Area of Specialization : Pedagogy, Childhood and growing up, Innovations in Education

12 Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	State Board	Tamil, English, Maths, Science, Social Science	1996	79.4 %
Higher Secondary or Pre-Degree	State Board	Tamil, English, Physics, Chemistry, Botany and Zoology	1998	76.3 %
Bachelor's Degree (s) (i)	B.Sc	Chemistry	2001	70 % / I

(ii)	B.Ed, MKU	Chemistry	2008	67 % / I
Master's Degree (s) (i)	M.Sc, MKU	Chemistry	2003	66 % / I
(ii)	M.Ed, TNTEU	Education	2009	75.6 % / (Distinction)
(iii)	M.Sc, MKU	Psychology	2016	RA
Research Degree (s) (i)	M.Phil, MKU	Chemistry	2007	60 % / I
(ii)	M.Phil, TNTEU	Education	2011	71 %
Other Diploma / Certificates etc.	Diploma in Computer Programming	Computer Programme	2002	"A" Grade
	Certificate Course in Computer Applications	Computer Applications	2001	"A" Grade

- Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Ed	Study on Self -Concept and Academic Achievement of Higher Secondary School Students.	Tamilnadu Teachers Education University
M.Phil in Education	Influence of Self-confidence and Self-acceptance on Aademic Achievement of High School Students	Tamilnadu Teachers Education University

13 **Research Projects carried out**

NIL

14 **Seminars, Conferences, Symposia, workshops etc. attended**

Name of the Seminar/Conference/Symposi a workshop, etc.	Name of the Sponsoring Agency	Place and Date

Teachers Social Responsibility	Alagappa University	Karaikudi. 13/02/2015 & 14/02/2015
Changing Scenerio in Higher Education in India	Thiagarajar College of Preceptors	Madurai. 15/03/2015 & 16/03/2015
State Level Workshop on Examination reforms In B.Ed programme	UGC	$22^{nd} - 23^{rd}$ October 2010
The Challanges of Achieving Sustainable Deelopment and their Achievement	St.Justin's College of Education	Madurai. 22/03/2013 & 23/03/2013
Eligibility for Teachers	Alagappa University	Karaikudi. 09/03/2013 & 10/03/2013
Value Oriented Education for Human Excellence	Thiagarajar College of Preceptors	Madurai. 20/04/2012 & 21/04/2012
Integration of ICT in Teacher Education	MSP Nadar College of Education	Virudhunagar 28/01/2011 & 29/01/2011
Seminar on Emotional Intelligence	Centre for Educational Research, MKU	Madurai $23^{rd} - 24^{th}$ November 2010
Role of ICT in Learning and Teaching Chemistry	MS University	Tirunelveli 06/03/2009 & 07/03/2009
Leadership Preparation for Educational Administration	SRMV College of Education	Coimbatore. 11/06/2009 – 13/06/2009
Virtual Reality Modelling Language in Chemistry	MS University	Tirunelveli. 04/03/2009 & 05/03/2009

- **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
U.G – B.Ed	Thiagarajar College of Preceptors / TNTEU	01/10/2009 – Till Date

n. Under-graduate (Pass) : 7 Years 5 Months

viii) **Innovations/Contributions in Teaching**

13. Implementation of Curriculum Activities effectively

14. Teaching methods: Method Lab is established including 5 innovative methods for both Physical Science

15. Laboratory experiments: Method Lab, Technology Lab

16. Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam

17. Preparation of resource material including books, reading materials, Laboratory manuals etc.: Course plan, question bank, objective type questions, OHP and Power point presentation.
18. Lecture on Teaching Aids

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
     Assisting in Eye Camp and Field Trip Programme

b) Positions held/Leadership role played in organizations linked with Extension:
    Walkathon and Guest Lecture Programmes

D. Participation in Corporate Life:

   NIL

E. **(a) Membership of Professional Bodies, Societies etc.**

   Member of Council of Teacher Education, Alagappa University, Karaikudi

 F. Any other information

   Active participation in all kind of Academic and Non-academic activities.

                                                                    (Signature of the Teacher)

STAFF PROFILE

1. Name : R.KOHILA DEVI
2. Designation : Assistant Professor in Education
3. Address for Communication : 1/37, Erkuddi Achampathu,
   Nagamalai Post, Madurai – 625 019
4. Research Experience : 5 Years
5. U.G. Teaching Experiences : 8 Years
6. Specializations : Educational Psychology, Guidance & Counselling,
   Teaching of Biological Science and Inclusive
   Education

Educational Qualification

Course	Year of Passing	Name of the Institution	Subject	Class/Percentage
Ph.D	Doing	Dept of Education, Alagappa University, Karaikudi	Education	-
M.Sc	2014-2016	DDE, Madurai Kamarajar University, Madurai	Psychology	Awaiting for Result
SET (R.No. 03050137)	August 2011	Bharathiyar University Coimbatore	Education	-
M.Phil	March 2011	Gandhigram Rural Institute, Deemed University, Dindigul	Extension Teaching & Training (Distance Mode)	I st Class/ 67.40%
M.Ed.	May 2007	Dept. of Education, Alagappa University, Karaikudi	Education	I st Class/ 79% University Rank Holder
B.Ed.	April 2006	Thiagarajar College of Preceptors, Madurai	English/Biological - Science	I st Class/ 68.75%
M. Sc.	April 2005	Thiagarajar College, Madurai	Zoology	I st Class with Distinction/ 83.6% (College III rd Rank)
B.Sc.	April 2003	Sri Meenakshi Govt college for Women, Madurai	Zoology	I st Class / 78.08%
B.A	June 2011	Annamalai University, Chidabaram	English	II nd Class / 58.59%
B.A	April	Dhakshin Barath Hindi Prasar	Hindi	II nd Class / 52%

	2002	Sabha, Chennai		
H.S.C	March 2000	Govt. Girls Higher Secondary School, Madurai	Bio - Maths	I st Class /60.83%
S.S.L.C.	April 1998	Govt. Girls Higher Secondary School , Madurai	General Subjects	I st Class with distinction/ 82.4%

AWARD OBTAINED

Received the Award of "SHIKSHA RATTAN PURASKAR" about the meritorious services and achievements in the field of Education by "INDIA INTERNATIONAL FRIENDSHIP SOCIETY". The award is focused on excelled in teaching profession by performing the arduous task of nation building.

TEACHING EXPERIENCE : **8 Years**

Duration	Employer	Place	Designation
2008 – 2009	Vel College of Education & Vel Teacher Training Institute.	Palani	Lecturer in Biological Science
2009 – 2011	K.L.N. B.Ed College & Madurai Kamarajar University, (B.Ed Correspondance Course, A9C & A10C Batch)	Madurai	Asst. Prof. in Biological Science
2011 to Till Date	Thiagarajar College of Preceptors	Madurai	Asst. Prof. in Education

RESEARCH EXPERIENCE

Research Projects Completed

Research Project	Funding Agency/ University	Worked as	Month & Year
"Enzyme Mediated Microbial Degradation of Hydrocarbons from Oil Contaminated Soil"	Tamil Nadu State Council for Science and Technology	M.Sc (Junior Project Student)	August 2005
Problems faced by the students in using computers at higher secondary level	Algappa university	M.Ed (Education)	May 2007
A study on B.Ed students attitude towards theory and practical Examination	Gandhigram Rural Institute, Gandhigram University	M.Phil (Extension Teaching and Training)	April 2011

PUBLICATIONS

S.No.	Title of the paper	Name of the journal	Year
1.	"Effectiveness of using ICT in enhancing teaching learning process among the B.Ed student"	"Miracle of Teaching" – A Quarterly Journal of Teaching Profession – Vol XII, No. 02 – Asian Academy of Education and Culture, International House, E4/149, Arera Colony, Bhpoal – 462016, M.P.	May – June – July - Aug 2012

| 2. | Inclusive Education | "Miracle of Teaching" – A Quarterly Journal of Teaching Profession – Asian Academy of Education and Culture, International House, E4/149, Arera Colony, Bhpoal – 462016, M.P. | May – June – July - Aug 2014 |

RESOURCE BOOKS/BOOKS

S.No.	Title of the paper	Name of the Book	Year
1.	Professional Code of Ethics	"Professional Ethics – of Teacher Educators" ISBN : 978-81-920866-2-0	Feb 2013
2	Teaching and Learning	Essentials of Teaching and Learning (ISBN NO. 938-51-0953-7)	May 2016

TRAINING PROGRAMME

Participation in Training Programme

1. Attended the 5 days "Psychological Skill Training Programme" conducted by the Directorate of collegiate Education, Madurai in American college in the year 2015.

2. Attended the 10 days kayakalpa payirchi/ Manavala kalai training programme and pancha maga yagnya training for staff skill development programme conducted by Thiagarajar College of Preceptors, Madurai -9

ACADEMIC EXPERTISE

(Acted as Examiner, Committee Member, etc.,)

1. Acted as a Convener of Tamilnadu Teachers Education University B.Ed., Practical Examination Conducted in MVM Chellamuthu Alagurathinam College of Education, Dindigul on 20th & 21st June 2012.

2. Appointed as an Examiner for central valuation of B.Ed answer scripts helded at St. Justin's College of Education, Madurai by Tamilnadu Teachers Education University May/June 2012 - 2016

3. Acted as a Executive Board Member of Council For Teacher Education, Tamil Nadu state center, Karaikudi.

4. Joined as a life member in Council for Teacher Education, Tamil Nadu State Center, Karaikudi.

5. Acted as a Resource Person in orientation programme for the DIET Faculty members on Science Teaching the topic entitled as " Teaching methodology and reinforcement management in science teaching" on 27.06.2012 held at Roselin College of Education, organized by DIET, Kalayarkovil, Sivakangai Dt.

6. Acted as a Chair Person and speaker in the national seminar (NSTEVQ – 13) The topic entitled as Teacher Eligibility Test (TET) held on 9th & 10th March 2013 as Sengunthar College of Education, Tharamangalam, Salem. Jointly organized by Council for Teacher Education, TamilNadu State Center, Karaikudi, and Dept of Education, Alagappa University, Karaikudi.

7. Acted as a Resource person in setting the Question paper for the "TEACHER ELIGIBILITY TEST" conducted by the Teacher Recruitment Board, Chennai.

8. Acted as a Chief Guest and Judge for the "SCIENCE EXPO" Exhibition conducted by St.Joseph Matriculation Higher Secondary School, Madurai.

9. Acted as a Chair Person in the National Seminar on" Social Responsibilities of the Teacher" organized by PSG College of Education, Sankari on 13th & 14th February 2015.

10. Acted as a Judge for the "SCIENCE EXPERIMENT" conducted by AJN Matriculation Higher Secondary School, Teppakulam, Madurai in the year 2016.

ACADEMIC PARTICIPATION

INTERNATIONAL SEMINAR/CONFERENCE

Participated and presented a paper on "Digital literacy, information security and trending media in academic cubicles" in the International Seminar topic entitled as "Library sources, services and facilities for the disabled students" organized by St. Justin's College of Education, Madurai on 04th & 05th November 2016. ISBN: 978-93-85977-83-1

Participated and presented a paper on "Problems in higher education and reason for falling the standers" in the international conference topic entitled as " Quality of higher educational vistas in the LPG (Liberalization, Privatization & Globalization) Era. Conducted by Thiagarajar college of Preceptors, Madurai on 15th &16th March 2013.

Participated and presented a paper on "Environmental Issues For Sustainable Development" in the International Conference topic entitled as "Environmental Ethics for Sustainable Development" & "Environmental Degradation and the factors for affecting the Sustainable Development" organized by St. Justin's College of Education, Madurai on 22nd & 23rd March 2013. ISBN: 978-93-81332-92-4

Participated and presented a paper on "Environmental Issues For Sustainable Development" in the International Conference topic entitled as "Environmental Degradation and the factors for affecting the Sustainable Development" organized by St. Justin's College of Education, Madurai on 22nd & 23rd March 2013. ISBN: 978-93-81332-92-4

International level conference on "Imperatives of ethical, cultural and universal values in education for human excellence" Conducted by Thiagarajar college of Preceptors (20th &21st April 2012). Participated and presented a paper "Professional code of ethics – standards and principles" ISBN 978-81-908911-0-3.

Attended a Two days International workshop on "Enhancing the Quality of Social Science Research" organized by the Department of Education, Alagappa University, Karaikudi on 24th and 25th February 2014.

Participated and presented a paper on "Empowering Youth in Higher Education To Combat Social Inquities" in the International Seminar topic entitled as "Empowering Disabled Students in the setting of Inclusive Classroom" organized by St. Justin's College of Education, Madurai on 25th & 26th September 2014. ISBN: 978-93-80657-12-7

Participated and presented a paper on "Information and Communication Technology and Inclusive Education" in the International Seminar topic entitled as "Recent Advances in Educational Technology: Implications and Future Directions"organized by the Department of Educational Technology, Bharathidasan University, Tiruchy, India under the aegis of UGC-SAP(DRSII) on 23rd & 24th August 2014.

NATIONAL LEVEL CONFERENCE/ SYMPOSIUM/ SEMINAR/WORKSHOP

Presented a paper on "Developing Inclusive Environments for the Disabled Students" in the 28th Annual National Conference of Council for Teacher Education on " Emerging Perspectives in Indian Teacher Education: Search For Identity and Building Human Society" held on Nov. 1-2, 2014 at Gurukul, Kurukshetra, Haryana.

Presented a paper on "Higher Education in India: Opportunities and Challenges" in the National Level Two days Seminar organized by Academic Staff College, Madurai Kamaraj University on 15th and 16th November 2013. ISSN: 2221-614

Presented a paper on "The eve of National Education Day" organized by Department of Education, Alagappa University, Karaikudi on 27th January 2014.

Presented a paper on "Innovational Strartergies in inclusive education: Teachers Role" organized by St.John Milton College of Education, Berhampur on 21st and 22nd March 2014 (National).

Participated and presented a paper on "Identification of a Problem" in the National seminar on "Recent Approaches in Education Research" conducted by St. Justin College of Education (30th &31 Mar 2012). ISBN: 978-93-81658-02-4.

Participated and presented a paper on "Professional Code of Ethics" in the National Seminar on "Professional Ethics oF Teacher Educators" jointedly organized by Department of Education, Alagappa University, and Council For Teacher Education, Tamilnadu State center, Karaikudi, (3rd Jan 2012).

Participated and presented a paper on "Mental Retardation and its reflections in Children". In the National Seminar on "Teacher Parenting the children with Special needs" conducted by ST. Charles College of Education,(18th Feb 2012).

Presented a paper entitled as "Global Warming and Social Responsibilities of Individual" in the National Seminar on "Education for Environmental Sustainability: Concerns and Challenges" conducted by Manonmaniam Sundaranar University, Tirunelveli.(9th &10th Mar 2012).

Participated and presented a paper on "Developing Innovative Teaching Strategies in the inclusive Classroom Setting". In the National Seminar on" Social Responsibilities of the Teacher" organized by PSG College of Education, Sankari on 13th & 14th February 2015

STATE LEVEL SEMINAR

Presented a paper on one day state level seminar on "Challenges in Teacher Education in the present Scenario" Conducted by K.L.N. B.Ed College, Madurai 0n 11th Feb 2012, the paper entitled as "Student Center Education".

EXTENSION WORK / COMMUNITY SERVICE

Participated in the Madurai Walkathon to Creating Awareness related to "Avoid Plastics. Save our Planet" in the Walk for climate change adaptation as a part of Madurai Walkaton on Jan 28 2012 at Madurai, Tamil Nadu.

Student Welfare and Discipline: Giving Guidance for the future endeavors of students and direct them to have right attitude.

Participated in the Extension Work: Performing extension work for the village people in Thirupavanam area. Eye camp activities are done in the year 2012.

Participated in the One Day Dental Checkup camp organized by the Ultra Dental College, Uthankudi in the year 2016

COLLOBORATION WITH INSTITUTION ON ACADEMIC ACTIVITIES AND VISITATION

Visited the Special Education School KAMAK YMCA along with the student teachers, and collected the information about the school, special children's, methodology of teaching, teaching learning process and also the history of the school.

Attending the 5 days "Psychological Skill Training Programme" conducted by the Directorate of collegiate Education, Madurai in American college in the year 2015

MEMBERSHIP IN VARIOUS BODIES

1. Life Member in Council for Teacher Education (CTE) International House, Bhopal – 16.

2. Appointed as Executive Board Member by the Council for Teacher Education (CTE), Tamil Nadu State Center, Karaikudi.

SELF APPRAISAL FORM

viii) General Information

    a) Name: B.AmaliPrabha

    b) Address (Residential): 22, I Floor 4th Street,

               ChocklingaNagar,

               Madurai - 625010

               Ph. No :8220148246

    c) Designation: Lecturer in Commerce

    d) Department: Commerce (B.Ed) Education

    e) Date of Birth: 03/02/1970

    f) Area of Specialization : Commerce Teaching

H) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	TN Sec Edn Board, SSLC	General Education	1985	52.2 % / II
Higher Secondary or Pre-Degree	TN Edn Board	Commerce, Accountancy &Economics	1987	54% / II
Bachelor's Degree (s) (i)	B.Com, MKU	Commerce	1990	54% / II
(ii)	B.Ed, MKU	Education	1997	58.4 % / II
Master's Degree (s) (i)	M.Com, MKU	Commerce	2007	55.3% / II
(ii)	M.Ed, TNTUE	Education	2010	56.2 % / II
Research Degree (s)	M.Phil, Bharathiyar University	Education	2013	63% / I

	Bharathiyar University	Education	Feb 2017	Waiting for Viva
Phd				
Other Diploma / Certificates etc.	BLISC	Library Science	1994	52% II

ix) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Ed	A Study On Social Service among B.ED Students in Madurai district.	Tamilnadu Teachers Education University. Chennai.
Phd	Effectiveness of Competency Based Instruction in XI Standard Accountancy	Bharathiyar University

I) Research Projects carried out

NIL

J) Seminars, Conferences, Symposia, workshops etc. attended

S.No	Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place and Date
1	Inter National Seminar on Towards Empowering Youth in Higher Education to Combat Social Iniquities	UGC	25th & 26th September 2014
2	National Seminar on " Best Practices in Teaching Quality Assessment at College	ICSSR	4th November 2014
3	International Conference on "Quality Changes Through Research – Experiences Expectations and Enhancement"	Dr.N.G.P.College of Education	14th – 15th March 2014
4	National LevelSeminar on Enhancement of Quality Perspective in Teacher Education (EQPTE)	Mohamed SathakDasthagirReacher Training College	18th – 19th April 2014
5	National Conference on Effective Methods of Developing Skills in Teaching and Learning	Virudhunagar M.S.P Nadar College of Education	24th January 2015

6	International Seminar	St. Justin' s College of Education, Madurai	25.09.14, 26.09.14
7	International Seminar	St. Charles College of Education, Madurai	27.03.2015
8	National Conference (ICSSR)	Alagappa University	24.04.2015, 25.04.2015

x) **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
UG – B.Ed	KAPI College of Education, Madurai	2011 to 2013
UG – B.Ed	Thiagarajar College of Preceptors	30/01/2014 – Till Date

e) Under-graduate (Pass) : 4 Years 2Months

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viii) **Innovations/Contributions in Teaching**

t) Design of Curriculum

u) Teaching methods: Method Lab is established including 6 innovative methods for both Optional I & Optional II

v) Laboratory experiments:Method Lab, Dalton plan

w) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam

x) Preparation of resource material including books, reading materials, Laboratory manuals etc.: Course plan, question bank, objective type questions, OHP and Power point presentation.

ix) Extension Work/Community Service

g) Please give a short account of your contribution to:

l) Community work
Such as values of National Integration,

Secularism, democracy, socialism,
Humanism, peace, scientific temper,
Flood or drought relief, small family norms etc.

ii) National Literacy Mission

h) Positions held/Leadership role played
in organizations linked with Extension

   Work and National service Scheme (NSS)
or any other similar activity

D. Participation in Corporate Life:

   NIL

E. **(a) Membership of Professional Bodies, Societies etc.**

Member in CTE(Council for Teacher Education)

   F. Any other information

(Signature of the Teacher)

SELF APPRAISAL FORM

i)   **General Information**
   a) Name: RENUGA DEVI .T
   b) Address (Residential):Polt No .5 Sri lakshmivasanillam
                              Muthuthevar Colony

                           Verattipathu

                           Madurai – 625016.

                           Ph. 9994706756

   c) Designation: Assistant Professor
   d) Department: Tamil
   e) Date of Birth: 14/03/1982
   f) Area of Specialization : Teaching of Tamil

A) **Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	TN Sec Edn Board, SSLC	General Education	1998	70.8
Higher Secondary	TN Edn Board	Science	2000	62.75
Bachelor's Degree (s) (i)	B.A , JayarajAnnapakiyamCollege,MaduraiKamarajUniversisty	Tamil	2003	59.5
(ii)	B.Ed., Mother Teresa Womens University	Tamil	2007	76.8
Master's Degree (s) (i)	M.A.,MaduraiKamarajUniversisty, Madurai.	Tamil	2005	75.4
(ii)	M.Ed, Mother Teresa Womens University	Education	2008	72.8
M.Phil (i)	Thiagarajar College Madurai.	Tamil	2006	72.8
	Mother Teresa Womens University	Education	2009	65

ii)   Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out

M.A,	Mz;lhs; gphpajh;~pdpehty; 'jfdk;"Xh; Ma;T	Madurai KamarajUniversisty, Madurai.
M.Phil.,	nfhilf;fhdy; tl;lhuKUfd; Nfhtpy; topghLk; jpUtpohf;fSk;	Madurai KamarajUniversisty, Madurai.
M.Ed.,	nfhilf;fhdy; tl;lhurpWth; ,y;ykhzth;fspd; kdeyk; Xh; Ma;T	Mother Teresa Womens University
M.Phil.	nfhilf;fhdy; tl;lhurpWth; ,y;ykhzth;fspd; jw;fUj;Jkw;Wk; mthTepiyXh; Ma;T	Mother Teresa Womens University

B) **Research Projects carried out**

   NIL

C) **Seminars, Conferences, Symposia, workshops etc. attended**

Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place and Date
PAPERS PRESENTED		
National conference on Paradigm shift in Education in the Present Scenario	UGC	Mother Teresa Women's University,
International conference on INCOFED 2008 on higher Education and globalization:Prospects and challenges.	UGC	Mother Teresa Women's University, 19th and 20th February 2008
National conference on Educating Women: A	TANSCHE	Mother Teresa Women's

Development Imperative-WEDIMP		University ,
International Seminar on Empowering Youth in Higher Education To combat Social Iniquities .	UGC	St. Justin' s College of Education, Madurai, 25th and 26th September 2014.
Seminar on Educational and Social Audit	UGC	Thiagarajar College of Preceptors, Madurai, 25th March 2016.
National Seminar on Educational Practices in Chola Kingdom(850-1279 AD)Epick-2016	ICHR	AlagappaUniversity,Karaikudi .6th and7th October.
Workshop on Preparatio of self learning materials PSLM-09		Mother Teresa Women's University ,5th and 6th June 2009.
WORKSHOP / ORIENTATION PROGRAM ATTENDED		
One day Regional Workshop on "Application of ICT for the teacher Educators in Tamil"		Madurai Kamaraj University ,22nd December 2008
One day Symposium on "Professional Ethics and Career Development of Teacher"		Mother Teresa Womwen's University ,
Faculty Development Programme in Entrepeneurship	NSTEDB	Ministry of Science and Technology
cyfj;jkpo; vOj;jhsh;fSf;fpilapyhdgd;dhl;Lg; ghpkhw;wf; fUj;juq;fk;		cyfj; jkpo;r; rq;fk; kJiu.

iii)   **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
U.G – B.Ed	Mother Teresa Womwen`s University College of Education.	Aug-2008 to June 2012
U.G – B.Ed	Thiagarajar College of Preceptors / TNTEU	Aug-2014– Till Date

a) Under-graduate (Pass) : 6 years 7 Months

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viii) **Innovations/Contributions in Teaching**

a) Design of Curriculum

b) Teaching methods: Method Lab is established including 6 innovative methods for both Optional I & Optional II

c) Laboratory experiments: Method Lab, Dalton plan

d) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam

e) Preparation of resource material including books, reading materials, Laboratory manuals etc., Course plan, question bank, objective type questions, OHP and Power point presentation.

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
Such as values of National Integration,

Secularism, democracy, socialism,

Humanism, peace, scientific temper,

Flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played
in organizations linked with Extension

Work and National service Scheme (NSS)

or any other similar activity

D. Participation in Corporate Life:

NIL

E. (a) Membership of Professional Bodies, Societies etc.

NIL

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL FORM

xi)   **General Information**

    a) Name: PrasithaIndhumathy R

    b) Address (Residential): 8-2-296, Kamaraj Nagar IV Street,

                     Railway Feder Road,

                     Aundipatti – 625512,

                     Theni District.

    c) Designation: Assistant Professor in Education

    d) Department: Education

    e) Date of Birth: 11.10.1981

    f) Area of Specialization : Core Teaching

K) **Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	Matriculation Board		1997	69.45% / I
Higher Secondary or Pre-Degree	TN State Board	Bio-Science	1999	75.33% / I
Bachelor's Degree (s) (i)	B.Sc / Madurai Kamaraj University	Computer Science	2002	65.96% I

(ii)	B.Ed / Tamilnadu Teachers Education University	Computer Science	2012	84.5% / Distinction
Master's Degree (s) (i)	M.Sc / Madurai Kamaraj University	Information Technology	2011	68.73 / I
(ii)	M.Ed / Tamilnadu Teachers Education University	Education	2013	69.42% / I
Research Degree (s)	M.Phil / Mother Teresa Women's Univerity	Education	2015	
Ph.D	Tamilnadu Teachers Education University	Education		Pursuing
Other	NET / UGC	Education	2013	
Other	M.Sc	Psychology	2016	

xii)   Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Com	Cloud Computing	Madurai Kamaraj University
M.Ed	Attitude of High School Teachers towards Infusion of Technology in Instruction and Learning Motivation of High School Students in Madurai District	Tamilnadu Teachers Education University
M.Phil or equivalent	Metacognitive Awareness and Meta-Emotion in Relation to Academic of Arts and Science College Students in Madurai City	Mother Teresa Women's University
Training (please specify)	40 days Internship program in Thiagarajar Model Higher Secondary School	Tamilnadu Teachers Education University

L) Research Projects carried out

NIL

M) Seminars, Conferences, Symposia, workshops etc. attended

S.No	Conference/Seminar Type	University/Institution	Date
1	One Day State Level Seminar	K.L.N. B.Ed College, Madurai	11.02.12
2	International Conference	Thiagarajar College of Preceptors, Madurai	20.04.12, 21.04.12
3	National Conference	Department of Education, Mother Teresa University, Kodaikanal	27.11.12, 28.11.12
4	National Seminar	Madurai Kamaraj University, Madurai	10.01.13, 11.01.13
5	International Conference	Thiagarajar College of Preceptors, Madurai	15.03.13, 16.03.13
6	International Conference	St. Justin's College of Education, Madurai	22.03.13, 23.03.13
7	State Level Seminar	Sri VidyaMandir College of Education, Namakkal	23.11.13
8	National Level Seminar	Mahendhira College of Education, Thiruchengode	20.12.13, 21.12.13
9	National Level Seminar	Mahendhira College of Education, Thiruchengode	20.12.13, 21.12.13
10	National Level Seminar	Mahendhira College of Education, Thiruchengode	20.12.13, 21.12.13
11	National Conference	Vysya College of Education, Salem	
12	National Conference	Padmavani College of Education and K.S.College of Education	27.12.13
13	International Conference	Mother Teresa Women's University and S.R.M University	24.01.14, 25.01.14
14	National Level Seminar	P.P.G.College of Education	07.02.14, 08.02.14

15	International Seminar	St. Justin' s College of Education, Madurai	25.09.14, 26.09.14
16	National Seminar	Thiagarajar College of Preceptors, Madurai	25.03.16

xiii) **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
U.G – B.Ed	Thiagarajar College of Preceptors / TNTEU	11/08/2014 – Till Date

f) Under-graduate (Pass) : 2 Years 7 Months

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viii) **Innovations/Contributions in Teaching**

y) Designing Instructional Packages
z) Handling Computer Lab and Language Lab
aa) Web content Developing
bb) Preparation of E-Content and E-Booklet
cc) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam
dd) Preparation of resource material including books, reading materials, Laboratory manuals etc.: Course plan, question bank, objective type questions, OHP and Power point presentation.

ix) Extension Work/Community Service

i) Please give a short account of your contribution to:

m) Community work
Such as values of National Integration,
Secularism, democracy, socialism,
Humanism, peace, scientific temper,
Flood or drought relief, small family norms etc.

ii) National Literacy Mission

j) Positions held/Leadership role played
in organizations linked with Extension

Work and National service Scheme (NSS)

or any other similar activity

D. Participation in Corporate Life:

   NIL

E. **(a) Membership of Professional Bodies, Societies etc.**
Member in CTE(Council for Teacher Educator)

        NIL
   F. Any other information

                                (Signature of the Teacher)

                              SELF APPRAISAL FORM

i)   **General Information**
          a) Name: Jayapriya. N
          b) Address (Residential): Kalvi nagar,
                                South Second Street,

                                Palkalai Nagar,

                                Madurai – 625021.

                                Ph. 9159161108.

          c) Designation: Assistant Professor in Biological Science
          d) Department: Biological Science
          e) Date of Birth: 19/01/1988
          f) Area of Specialization : Teaching of Biological Science.
   A) **Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	TN Sec. Edn. Board, SSLC	General Education	2003	89.2

Higher Secondary	TN Edn. Board	Maths, Biology	2005	69.6
Bachelor's Degree (s) (i)	B.Sc., (Zoology) Holy Cross College, Bharathidasan University	Zoology	2008	74.4
Bachelor's Degree (s) (ii)	B.Ed., Tamilnadu Teachers Education University	Biological Science	2011	78.9
Master's Degree (s) (i)	M.Sc., (Bio-Tech) Holy Cross College, Bharathidasan University	Biotechnology	2010	78.4
(ii)	M.Ed, Tamilnadu Teachers Education University	Education	2012	62
Other Diploma / Certificates etc.	Honors Diploma in Computer Application	Computer Science	2007	First Class
	Diploma in Medical transcription	Medical Transcription	2008	First Class

ii)   Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Sc., Biotechnology	"Localization and characterization of Odorant Binding Protein (OBP) in the silkworm, *Bombyx mori*".	Bharathidasan University

M.Ed.,	"A Critical Evaluation on Science Textbook of Equitable Education System".	Tamilnadu Teachers Education University
Training (please specify)	Industrial Training Program on Genomics, 12th-26th May 2009.	Sai's Bioscience Research Institute Pvt.Ltd, Chennai,
Training (please specify)	Industrial Training Program on Proteomics. 27th May-10th June 2009.	Sai's Bioscience Research Institute Pvt.Ltd, Chennai,

B) **Research Projects carried out**

NIL

C) **Seminars, Conferences, Symposia, workshops etc. attended**

Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place and Date
PAPERS PRESENTED		
One day State level seminar on Challenges in Teacher Education in the Present Scenario	UGC	K.L.N. B.Ed., College, Madurai, 11th February 2012.
National level seminar on Teachers Parenting the Children with Special Needs	UGC	St. Charles College of Education, Madurai, 18th February 2012.

National level seminar on Recent Approaches in Educational Research	UGC	St. Justin' s College of Education, Madurai, 30th&31st March 2012.
National Seminar on Approaches to Classroom-based Research Methods	UGC	MKU-CER, Madurai, 8th &9th February 2013
International Seminar on Environmental education for growth and sustainable Development	UGC	St. Justin' s College of Education, Madurai,22nd & 23rd March 2013.
National seminar on Higher Education in India Opportunities and Challenges	UGC	UGC-Academic Staff College, MKU, 15th & 16th November 2013.
National seminar on Technology Enabled Teaching, Learning and Evaluation	UGC	Chellammal College of Education, Aundipatti, Theni, 27th & 28th September 2013.
5thInternational conference on competency building strategies in business and technology for sustainable development	Sri Ganesh School of Management	Sri Ganesh School of Management, Salam, 19th February 2016.

Workshop on Educational and Social Audit	UGC	Thiagarajar College of Preceptors, Madurai, 25th March 2016.
PAPERS PUBLISHED		
International seminar on Teacher Education in Changing Global Society	UGC	Bishop Agniswamy College of Education, Muttom, 14th & 15th December 2013. Journal no. ISSN 2319-5517, pg. no. 23-26.
International Seminar on Environmental education for growth and sustainable Development	UGC	St. Justin' s College of Education, Madurai,22nd & 23rd March 2013.
National Seminar on Modern trends in Techno-Pedagogy	Madurai Kamaraj Uniiversity	Department of Education, MKU, Madurai, 28th & 29th March 2014.
National Seminar on Teacher Education in Digital Era	Madurai Kamaraj Uniiversity	Department of Education, MKU, Madurai, 28th & 29th March 2016.

Student-teachers perception towards Equitable standard education system in Madurai District	Indian Streams Research Journal	Indian Streams Research Journal, Vol.6, Issue-2, March 2016, Impact factor- 4.1625(UIF), ISSN: 22307850.
SEMINARS PARTICIPATED		
National seminar on " Educational Research- A Practical Approach"	UGC	MKU-CER, Madurai on 19th and 20th March 2014.
State level seminar on Nanotechnology in Biology and Medicine	Bharathidasan University	Department of Biochemistry, Holy Cross College, Trichy, 2nd March 2009.
International Conference on " Frontiers in Biomedical Sciences"	UGC	DBT-BIF Centre, Holy Cross College, Trichy, 26th - 28th August 2009.
One day seminar on " Ahimsa and animal alternatives - The implications and benefits of teaching humane science"	Bharathidasan University	Bharathidasan University, Trichy, 2nd October 2009.
WORKSHOP / ORIENTATION PROGRAM ATTENDED		

Workshop on Evaluation of Higher Secondary Textbooks	NTS	Madurai Kamaraj University, Madurai, from 21st -23rd November 2013.
Seminar cum Workshop on Linguistic Knowledge in Language Technology	NTM	Department of Linguistics, Madurai Kamaraj University, Madurai, 21st-25th November, 2012.
Translation Orientation Programme	NTM	Department of Linguistics, Madurai Kamaraj University, Madurai, 20th-24th February, 2012.
National Workshop on Systems Biology	UGC	DBT-BIF Centre, Holy Cross College, Trichy, 27th - 29th July 2009.
Workshop on Microarray Data analysis	Sai Bioscience Research Institute Pvt.Ltd	Sai Bioscience Research Institute Pvt.Ltd, Chennai, 2nd June 2009.

iii)   **Teaching experience**

Courses taught	Name of the University/College/Institution	Duration
U.G – B.Ed & P.G – M.Ed	Mangayarkarasi College of education, Madurai/ TNTEU	(1year 4months) 07.01.2013 to 20.05.2014
U.G – B.Ed	Thiagarajar College of Preceptors / TNTEU	25/11/2015 – Till Date

a) Under-graduate (Pass) : 2 Years 7 Month

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viii) **Innovations/Contributions in Teaching**

a) Design of Curriculum

b) Teaching methods: Role playing, Drama, Project method, Collaborative learning,

c) Laboratory experiments: Biological science Laboratory

d) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam

e) Preparation of resource material including books, reading materials, Laboratory manuals etc., Course plan, question bank, objective type questions, OHP and Power point presentation.

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
Such as values of National Integration,

Secularism, democracy, socialism,

Humanism, peace, scientific temper,

Flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played
   in organizations linked with Extension

   Work and National service Scheme (NSS)

   or any other similar activity   **NIL**

D. Participation in Corporate Life:

       NIL

E. **(a) Membership of Professional Bodies, Societies etc.**

          NIL

   F. Any other information

                                            (Signature of the Teacher)

SELF APPRAISAL FORM

xiv) **GENERAL INFORMATION**

a) Name: S. Anbalagan
b) address (Residential): 7/1286, Bhakkya lakshmi illam,

Subramanian Street, NGO colony,

Nagamalai, Madurai-625019

Tamil nadu. South India.

Phone/ Mobile: 9047363199

E-mail:andalanbu@gmail.com

a) Designation: Assistant Prof. of mathematics
b) Department: Mathematics(B.Ed) Education
c) Date of Birth: 20/04/1979
d) Area of Specialization : Mathematic Teaching

(A) Educational Qualification

Qualification		Institution/University	Education	Dec,-2007	Class	Percentage
Ph.D		Alagapa Universsity , Karaikudi	Education	Doing		
NET		UGC	Education	Dec,-2007	NET	UGC
M. Phil.		St. Xavier College of Education, Palayamkottai	Education	June-2009	1st	76.83
		MKU	Mathematics	Apr-2011	2nd	54.60
PG	M.Ed	St. Xavier College of Education, Palayamkottai	Education	June-2008	1st	77.88
	M.Sc	MKU	Mathematics	Nov-2005	2nd	55.87
UG	B.Sc	Arul Anandar College, Karumathur.	Mathematics	Apr-2000	1st	60.50
	B.Ed	Parasakthi College of Education, Kottaipatti.	Mathematics	Apr-2005	2nd	57.75
HSC		Nadar Saraswathi Hr.Sec, School,Usilampatti.	Mathematics	May-1997	1st	60.50

SSLC	St.Clerts High School, Karumathur		May-1995	1st	77.4
PGDCA	S.V.N College, Nagamalai, Madurai	PGDCA	May-2002	2nd	53.50

N) Research Projects carried out

NIL

Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil	Relationship between social intelligence and academic achievement of Higher secondary students in Tirunelveli district	Tamil Nadu Teacher Education University, Chennai
M.Ed	Relationship between sociability and risk-taking behavior of high school students in Madurai district.	Manonmanian Sundarnar University,Tirunelveli

Research Projects carried out
Seminars, Conferences, Symposia, workshops etc. attended

Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place and Date
Feforms in Higher Education in Asia (RHEA-2008)	Cardamim Planters Association College . Bodinayakanur theni Road Tamil nadu, south india	3rd ,4th and 5th March 2008
Digital literachy information security and trending media in academic cubicles" isbn: 9789385977831	Justin College of Education, Madurai	20th – 22nd January 2011
"**Professionalism in Teacher Education**	Manonmanian Sundarnar University	30th march 2009
Effective Usage of ICT and its compoents in pedagogy and its implication in Schools	Alagappa University, Karaikudi	25th and 26h march 2011

(iii)Teaching experience

Name of the University/College/ Institute	Designation held	Date of Joining	Date of Leaving	Course Though
Thiagarajar college of Preceptors, Madurai	Asst. Professor of Mathematics	27.06.2016	Till date	B.Ed

NMSS Vellachamy Nadar College of Education, Madurai	Asst. Professor of Mathematics	14.08. 2015	27.06.2016	B.Ed
Sri AuroBindo Mira College of Education, Madurai	Asst. Professor of Mathematics	05.08.2010	13.08.2015	B.Ed
S.Veerasamy College of Education, Tirunelveli	Asst. Professor of Mathematics	3.6 2008	3.08.2010	M.Ed /B.Ed
				8 years 6 months

g) Under-graduate (Pass) : 8 Years 6 Month

viii) **Innovations/Contributions in Teaching**
Design of Curriculum
ee) Teaching methods: Method Lab is established including 7 innovative methods for pedagogy paper
ff) Laboratory experiments: laboratory method, liner and branch method in PI
gg) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam.

hh) Preparation of resource material including books, reading materials, Laboratory manuals etc.: Course plan, question bank, objective type questions, OHP and Power point presentation, flash player, video conference, smart board
ix) Extension Work/Community Service
k) Please give a short account of your contribution to:
Particiapted in the **national integration camp,**Secularism, democracy, socialism, human rights,Humanism, peace, scientific temper, women cell, eco-club, Flood or drought relief, small family norms etc.
xv) National Literacy Mission

I am helping ill liter people using ATM,cell phone, bank dd, money , money credit and deposit operation
l) Positions held/Leadership role played in organizations linked with Extension
1.10days NCC Camp**,** 2.Scout, 3.NCC"B' Certificate, 4.14km Cross country, 5. 36 km Cycle race.
D. Participation in Corporate Life:
NIL
E. **(a) Membership of Professional Bodies, Societies etc.**
The Executive Board of the council for Teacher Eduation, I am one the life Member of the **council for Teacher Education(CTE),** Tamil Nadu state Centre, Karaikudi. F. Any other information

(Signature of the Teacher)
SELF APPRAISAL FORM

xvi) General Information

    a) Name: SOPHIA MESALINA.P

    b) Address (Residential):NO:304,Ponpandi street,
                                 Ponmeni main road,
                                 Madurai – 625016.
                                 Ph. No :9442233595

    c) Designation: Asst.Prof.of Education

    d) Department: Education

    e) Date of Birth: 10/06/1968

    f) Area of Specialization : Education

O) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	TN Sec Edn Board, SSLC	General Education	1983	80%
Higher Secondary or Pre-Degree	TN Edn Board	Maths, Commerce, Accountancy &Economics	1985	77%
Bachelor's Degree (s) (i)	Bharathidasan	Commerce	1988	62%
(ii)	B.Ed,Annamalai	Commerce	1993	68%
Master's Degree (s) (i)	M.Com, Annamalai	Commerce	1992	55%
(ii)	M.Ed, MKU	Education	1997	55%
Research Degree (s)	M.Phil, MKU Ph.D	Commerce Education	2001 2012-2016	65%
Other Diploma / Certificates	M.SC	Psychology	2008	68%
	PGDCA	Computer science	2003	58%

xvii)   Research Experience & Training

Research Stage	Title of work/Theses	University where the work

		was carried out
M.SC	"A comparative study of emotional intelligence between student teachers and UG teachers in schools"	Mother Theresa women university
M.Phil	" A study about branded milk consumers in Madurai"	MKU
Ph.D	''Mental health ,intelligence and vocational interest of B.Ed. students and Arts & Science students of Madurai district"	Bharathiyar university
Training (please specify)	NIL	NIL

P) Research Projects carried out

NIL

Q) Seminars, Conferences, Symposia, workshops etc. attended

Name of the Seminar/Conference/Symposia workshop, etc.	Name of the Sponsoring Agency	Place and Date
SPSS Package	Thiyagarajar college-Madurai	13.11.2009 to 15.11.2009
"Psycho educational skills "on concelling by Manasa Maduari organized by collector	American college	11 Nov 2013 to 26 Nov 2013
Child abuse ,consequences and preventive measures	C.S.I College of education	28.03.2014 to 29.03.2014
"Multiple Intelligence"-by Howard Gardner	IIT-by Howard Gardner chennai	24.11.2014
Seminar on The Dyslexia Awareness Camp	Thadaham Counselling and Learning Centre	27th November 2010

xviii) Teaching experience

Courses taught	Name of the University/College/Institution	Duration

U.G. B.Ed	cresent B.Ed college Madurai TVS Teacher training academy,Madurai	(04.01.2006 to 14.03.2007 1 Year 3 months 04.06.2014 to 7.12.2015 1 Year 6 months
U.G – B.Ed	Thiagarajar College of Preceptors / TNTEU	01/08/2016 – Till Date

viii) **Innovations/Contributions in Teaching**

ii) Design of Curriculum

jj) Teaching methods: Method Lab is established including 6 innovative methods for both Optional I & Optional II

kk) Laboratory experiments: Method Lab, Dalton plan

ll) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam

mm) Preparation of resource material including books, reading materials, Laboratory manuals etc.: Course plan, question bank, objective type questions, OHP and Power point presentation.

ix) Extension Work/Community Service

m) Please give a short account of your contribution to:

n) Community work
Such as values of National Integration,
Secularism, democracy, socialism,
Humanism, peace, scientific temper,
Flood or drought relief, small family norms etc.

ii) National Literacy Mission

n) Positions held/Leadership role played
in organizations linked with Extension

D. Participation in Corporate Life:

NIL

E. **(a) Membership of Professional Bodies, Societies etc.**

        NIL

F. Any other information

                              (Signature of the Teacher)

SELF APPRAISAL FORM

i)   **General Information**
   a) Name: Gnanaprakasam. T
   b) Address (Residential): 32, Meetpar Illam, Alagapuri nagar, Devakottai
                           Sivagangai Dt., Tamilnadu. Pin:630303

                       Mobile no. : 9787978318

   c) Designation: Assistant Professor in Mathematics
   d) Department: Mathematics(B.Ed) Education,
                     Thiagarajar College of Preceptors, Madurai.

   e) Date of Birth: 18/02/1986
   f) Area of Specialization : Maths Teaching

A) **Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	TN Sec Edn Board	General Education	2001	85.6%
Higher Secondary or Pre-Degree	TN Edn Board	Maths,and science.	2003	71%
Bachelor's Degree (s) (i)	B. Sc/ Bharathidasan University	Maths	2006	54.53%

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(ii)	B.Ed, TNTEU	Maths	2009	75%
Master's Degree (s) (i)	M.sc.,Bharathidasan University	Maths	2008	57.88%
(ii)	M.Ed, Alagappa University	Education	2011	73%
Research Degree (s)	M.Phil	Education	Not Completed	--------
Other Diploma / Certificates etc.	M.Sc.	Psychology	2011-2013	59%
	Certificate Course in SKY.	Yoga for Human Excellence	2012	Nil

ii)   Research Experience & Training

Research Projects carried out

NIL

B) **Seminars, Conferences, Symposia, workshops etc. attended**

a. Paper Presentation in National/State Conferences/Seminars/Workshops:

i)   Presented in NAAC Sponsored National Conference on Enhancement of Quaity Perspectives in Teacher Education organised by Indraganesan College of Education,Tichy on *"Counselling in Schools:Essential Services and Comprehensive Programms"* on 6th and 7th April 2013

ii) Presented in International Conference on Combating Abuse on Women and Children: Challenges in the Changing Gender Role and Cultural Contexts Organised by Periyar Maniammai University, Vallam, Thanjavur on *"Crimes Against Women: Law and Loopholes"* on 4th and 5th April 2013

iii) **Participated** in National Level Workshop on Utilising Internet in Classroom Instruction Organised by Kongunadu College of Education,Thottiyam,Trichy on 15th March 2013.

iv) **Presented** a paper in the ICSSR Sponsored National Level Seminar on Educatiion For Women's Empowerment organised by R.K.Samy College of Education,Ramanathapuram on*"Women Empowerment and Education in the Context of India"* on 9th and 10th March 2013.

v) **Presented** a paper in the International Conference on Competency Buiding Strategies in Business and Technology for Sustainable Development organised by Sri Ganesh School of Business management, Salem Presented a paper on *"Incorporating Environmental Education in School Curriculum"* on 22nd Feb 2013.

vi) **Presented** a Paper in the International Conference on Teacher Education: Meeting the needs of the New Generation (TEM2NG) Organised by Dr.Sivanthi Aditanar College of Education, Tiruchendur Presented a Paper *"Wonders of Blended Learning for Technology based Education"* on 24th & 25th January 2013.

vii) Participated in the Inservice Programme on *"Research Methodology"* held in Govt. College of Education, Pudukkottai from 17 & 18th December 2012.

viii) Participated in the Inservice Programme on *"Psychology"* held in Govt.College of Education, Pudukkottai from 26.11.2012 to 28.11.2012.

ix) ***Participated in the State level Seminar on Importance of Value Education and its Teaching Strategies organised by Venkateswara College of Education, Pudukkottai on 7th November 2012.***

x) Participated **National Workshop on Expansion And Enrichment Of Distance Learning** Organised by the Directorate of Distance Education, Alagappa University held on 27th &28th March 2012

xi) **Presented** a Paper in the National Seminar on *"Quality Enhancement in Teacher Education"* Organised by Venkatesvara College of Education, Pudukkottai Presented a Paper titled *"Teaching and Learning by Using ICT"* on 24th & 25th February 2012.

xii) **Presented** a Paper in the National Conference on Technology Integration An Indispensable Part Of Teacher Education Organised by Sri Raaja Raajan College Of Education & Sri Raaja Raajan College Of Education For Women, Karaikudi

presented the paper on *"Weblog As The Internet Opportunity For The Educational Development"* held on 8th April 2011.

xiii) **Presented** a paper in the National Seminar on Integrating Technology with Education Organised by Department Of Lifelong Learning, Alagappa University Presented the paper on*" Video Conferencing In Higher Education"* held on 25th & 26th March 2011.

xiv) **Presented** a paper in the National Conference on Teacher Education Programme for Emerging Needs organized by Alagappa University College of Education, Karaikudi Presented the Paper on "E-learning As the Emerging Techniques for the Development Of *Teacher Education*" held on 17th &18th March 2011.

xv) **Presented** a Paper in the National Level Seminar On Emotional Intelligence In Teaching Learning Process Organised by S.Vellaichamy Nadar College of Education, Presented a Paper titled *"Emotional Intelligence in Teaching Learning Process"* held on 5th February 2011.

xvi) *Presented a Paper in the National Seminar on Quality Education for the Students Belonging to Marginalised Sectors of Indian Society Organised by Sri Venkateswara College of Education, Peravurani and Indian Council of Social Science Research Hyderabad Presented the Paper on "Needs of Professional Education to the Refugee Students" held on 8th September 2010. Participated*

xvii) Participated **a one day workshop on *"Designing Curriculum For Inclusiveness In The Classroom"*** organised by Department Of Education, Alagappa University, Karaikudi held on 2nd November 2010.

Teaching experience

Courses taught	Name of the University/College/Institution	Duration
U.G. – B.Ed	Amaranth College of Education., Karaikal, /Pondicherry University	(3years 1 month) 27/12/2013 - 31/01/2017
U.G – B.Ed	Thiagarajar College of Preceptors / TNTEU	01/02/2017 – Till Date

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viii) **Innovations/Contributions in Teaching**

    a) Design the syllabus for maths education for two year B. Ed

    b) Teaching methods: Developed individual instructions for slow learners for teaching maths

    c) Laboratory experiments: Maths Lab

    d) Evaluation methods : Unit test, revision test, model exam

    e) Coaching for TET Exam.

ix) Extension Work/Community Service

    NIL

D. Participation in Corporate Life:

    NIL

E. **(a) Membership of Professional Bodies, Societies etc.**

    NIL

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL FORM

15   **General Information**
   15.1   Name: C.MUTHUKRISHNAN
   15.2   Address (Residential): 96, BRINDHAVANAM STREET,
                     MANAMADURAI,
                     SIVAGANGAI-630606
                     CELL -9952310321
   15.3   Designation: Assistant Professor of English Education
   15.4   Department: English
   15.5   Date of Birth: 15/08/1982
   15.6   Area of Specialization : Pedagogy, Language Across Curriculum,
      knowledge and curriculum
o. **Academic Qualifications**

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit
High School	State Board	Tamil, English, Maths, Science, Social Science	1999	70.4 %
Higher Secondary or Pre-Degree	State Board	Tamil, English, Physics, Chemistry, Botany and Zoology	2001	69.5 %
Bachelor's Degree (s) (i)	B.A MKU	English	2004	44.06 % / I

(ii)	B.Ed,	Education	2008	65 % / I
Master's Degree (s) (i)	M.A, TNOU	English	2016	63.3 % / I
(ii)	M.Ed, TNTEU	Education	2009	57.42 %
(iii)	M.A, MKU	English	2006	54.25%
Research Degree (s) (i)	M.Phil, MKU	English	2014	56 % / I
(ii)	P.hD(Education) MKU	Education	Pursuing	……..
Other Diploma / Certificates etc.	Diploma in Computer Application	Computer Programme	1999	"A" Grade
	Certificate Course in Computer Applications From ELCOT	Office Management	2001	"A" Grade

16   Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Ed	**Locus of Control and Academic Achievement among D.TedTrainees**	Tamilnadu Teachers Education University
M.Phil in English	**The importance of region in the select novels of R.K Narayan**	Madurai Kamaraj University, Madurai.

p. **Research Projects carried out**

   NIL

q. **Seminars, Conferences, Symposia, workshops etc. attended**

Name of the Seminar/Conference/Symposi a workshop, etc.	Name of the Sponsoring Agency	Place and Date

Team Teaching in teaching of English in Modern Trend	Directorate of Distance Education Annamalai University.	25th & 26th March 2014. Chidambaram.
Techno-Pedagogy is an inevitable in language teaching	School of Education, Department Of Education, Madurai Kamaraj University	Madurai on 28th &29th March 2014
Is the Child norm- A Luxury or A Burden.	Sri Bharathi College of Education, Kaikurichi, Pudukottai	Pudukottai on 11th April 2014.
Brave New World is An Anti-Utopia	Thiagarajar College of Arts and Science. Theppakulam Madurai	Madurai. 2005
"Educational Innovation for Digital Natives	Tamilnadu Teachers Education University, Chennai.	Chennai on 19th to21[th] May 2014
Flipped classroom- What?Why?How?	IQAC- Vaisya college of Education, Salem	Madurai. Dec-13 and 14 Salem
Value based Education and skill based Education- A journey	Kongunadu college of Education.	Jan-24 &25-2015
E-Competencies Boon for the 21st century Teachers.	School of Education, Department Of Education, Madurai Kamaraj University	Madurai on 28&29 march 2016

17 Teaching experience

Courses taught	Name of the University/College/Institution	Duration
U.G – B.Ed	Matha College of Education Vaanpuram,Manamadurai	21/06/2010 to 23/12/2011
U.G – B.Ed	KAPI College of Education, Naagamalai, Madurai	02/01/2012to 12/09/2012.
U.G – B.Ed	, P.S.Y College of Education Arasanoor Sivagangai	13/09/2012 to 15/05/2017
U.G – B.Ed	Dr Zakir Husain College of Education, Ilayankudi,Sivagangai	16/05/2016 to 31/01/2017
U.G – B.Ed	Thiagaraja College of Preceptors Madurai	01/02.2017 to till date

19. Under-graduate (Pass) : 6 Years 7 Months

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viii) **Innovations/Contributions in Teaching**

  c) Implementation of Curriculum Activities effectively

  d) Teaching methods: language lab established including 5 innovative methods for English major

  e) Laboratory experiments: Method Lab, Technology Lab

  f) Evaluation methods : Computerized objective test using software, continuous evaluation, unit test, revision test, model exam

  g) Preparation of resource material including books, reading materials, Laboratory manuals etc.: Course plan, question bank, objective type questions, OHP and Power point presentation.

  h) Lecture on Teaching Aids

ix) Extension Work/Community Service

  Worked as student incharge in National Service Scheme 10 Days camp Programme in 2004   organized by Thiagarajar College of Arts and Science, Maduari

  Worked as Camp officer in Citizenship Training Camp in 2011 organized by Matha college of Teacher Education Manamadurai.

  Worked as Camp officer in Citizenship Training Camp in 2013 and 2014 organized by P.S.Y College of Education Arasanoor, Sivagangai.

D. Participation in Corporate Life:

  NIL

E. **(a) Membership of Professional Bodies, Societies etc.**

  Member of Council of Teacher Education, Alagappa University, Karaikudi

F. Any other information

  Active participation in all kind of Academic and Non-academic activities.

<u>**Innovative Practices 1**</u>
<u>**Practicing ISO Certification 9001:2015**</u>

1. **Title of the Practice**

   Practicing ISO 9001:2015

2. **The context that required initiation of the Practice**

   Thiagarajar College of Preceptors is run by Manickavasagam Charitable Foundation. The trustee of the foundation is Mr.Manickam RamaswamiB.Tech, an Industrialist who owns Loyal super fabrics, PRR, Valli Textiles, Chintamani Textile Mill. These mills have been certified by ISO for specific categories and standards. Since the implementation and practice of ISO standards has increased the quality and quantity of production and has reduced the absentism of labourers in the mill, the management decided to go for the college in order to improve the quality of teaching and learning.

3. **Objectives of the Practice**

   The objectives of the practice are stated through the objectives of ISO. They are,
   - To regulate the administrative mechanism of the college
   - To regulate the student support system of college
   - To maintain and improve the practices of the college library
   - To regulate the process of teaching and learning
   - To make hassle free utilization of resources
   - To improve the quality and standard of teaching
   - To maintain cleanliness in campus
   - To make the campus eco- friendly.

4. **The Practice**

To maintain the standard of the institution, the management has formulated quality policy and objectives from which a quality manual has been prepared. The quality manual states the expected quality in both academic and administrative aspect. To attain quality, a list of Quality System Procedure (QSP) has been prepared. Specific formats for the activities to be carried out have been framed. Work instruction has been prepared to monitor the implementation of these activities.

Staff members maintain files for their concerned activities such as lesson plan, syllabus completion record, result analysis, attendance of students, course plan, seminar, assignments, academic counselling, mentor record and non-conformity register. In addition, science faculty maintains laboratory course file, calibration register, breakage register, maintenance register and stock register. All these records are maintained according to the QSP and Formats provided.

Internal audit is conducted once in three months where the staff members are audited for any conformity. Surveillance audit is conducted once in a year during which the auditors from Bureau Veritas, Chennai audit the staff members. Main purpose of the audit is to identify non-conformities and rectifications are made. Management review meeting is organized to discuss the editing of ISO manuals and QSP.

The major obstacles identified in applying ISO certifications are,

- Low computer literacy of teaching and non-teaching staff at the initial stage.
- Lot of record works.
- Insufficient time to monitor all works and records.

5. **Overcoming of obstacles**

Staff members were given training on using computers and internet. They were motivated to use computers by creating awareness on importance of computers. They were insisted to practice communication through e-mail.

6. **Input of the practice**

Following are the inputs enabled due to practice of ISO certification,
- Staff training on usage of computers and internet.
- Periodic auditing
- Involvement of management in maintaining the practice
- Guidance for the staff in all the activities

7. **Resources required**

The resources required to facilitate interaction of staff and management are,

- A computer to all staff
- Internet facility in the staff room.

8. **Contact person**

The Principal,

Thiagarajar College of Preceptors,

Madurai -625009.

<u>Innovative Practices 2</u>
<u>Implementation of Moodle</u>

1. Title of the Practice

   Implementation of Moodle

2. The context that required initiation of the Practice

Thiagarajar College of Preceptors is a traditional institution with a reputed fame of 60 years. Apart from the traditional method of teaching and learning, in this technological era there is a tremendous need for infusion of technology in teaching learning process. Students demand innovative methods where they learn at their own convenience. The management always targets for the holistic development of the learners in our institution and hence it has been insisted to the staff members to provide a blended learning environment and experience to the students. Implementation of Moodle is one such aspect which aids technology centered instruction and learning.

3. Objectives of the Practice
   Objectives of the practice are,
   - To infuse technology in the process of teaching and learning
   - To encourage the students use technology in their learning
   - To provide a blended learning environment
   - To enhance the transaction of teaching and learning equipped with technology
   - To facilitate e-learning environment

4. The Practice

Moodle is a free Open Source Learning/ Course Management System. The key aspects of Moodle include the following,

   i. Assignment submission

ii. Online quiz

iii. Forums

iv. Sharing study materials

Moodle is a package that comes with a set of educational aids as mentioned above. The students and teachers initially register themselves with their personal e-mail id. Logging in requires the registered e-mail id. The staff members share the study materials, audios, videos and presentations related to the subject content which the students download later for their reference. Online quiz are conducted with this software package where the staff upload questions and the students answer. The test is also evaluated and the results are instantly reviewed. The students submit their assignments through Moodle and the staff reviews it. There are forums where the staff and students interact and share ideas on topics related to education.

5. Overcoming of obstacles

Obstacles on practicing Moodle included the following,

- Installing the Open Source Software
- Lack of Technical assistance
- Staff were not technologically equipped

The mentioned obstacles were overcome with training given to staff members and students of our college. Students were insisted to create personal e-mail id for registration to Moodle.

6. Input of the practice

Input of the practice included the following,

- Training given to staff and students
- Update of questions for online quiz
- Periodic reviews on assignments
- Periodic update of study materials

7. Resources required

Resources required for the practice of Moodle included the following,

- A Server computer
- Client computers
- Network Facility

8. Contact person

The Principal,

Thiagarajar College of Preceptors,

Madurai -625009.

<div align="center">**Innovative Practices 3**
Implementation of Biometric Attendance for Students</div>

1. Title of the Practice

Implementation of Biometric Attendance for Students

2. The context that required initiation of the Practice

Attendance maintenance is an important aspect in every educational institution. Every institution has its own attendance register of the students which is mandatory. Roll call of 100 students in a class nearly takes time duration of 10 minutes. Since the attendance is taken on every hour in our institution, 10 minutes from each hour is wasted. To eliminate such wastage of time, our management had insisted on the practice of Biometric Attendance for the students in order to save time.

3. Objectives of the Practice

Objectives of the practice are,

- To include technology in daily attendance of students
- To save time
- To digitalize the students attendance
- To maintain a separate database of everyday attendance of students.

4. The Practice

Biometric devices were purchased and the roll number, name and finger print of each student was registered to that device. The device is always linked to the server in Loyal textiles, Kovilpatti through an active internet connection. The students immediately after entering into the college campus have to punch and register their finger print on the device. The biometric device records the finger print of the students and the server is updated for every punch. The attendance report is auto triggered to the staff in-charge and the attendance is maintained.

5. Overcoming of obstacles

Initially, the students were absent minded to register their fingerprint and sometimes the machine area was crowded as the students stand together to register their finger print. These obstacles were overcome by increasing the count of the machine and changing the place of the machine installed previously. The machine was also connected to a high speed internet connection to get updated to the server quickly.

6. Input of the practice

Input of the practice included the following,

- Initial training given to staff in-charge
- Receiving mail alerts of the attendance
- Saving the report in a separate folder for anytime access

7. Resources required

Required resources for the practice included the following.

   i.   A computer
  ii.   A Server
 iii.   A Biometric Machine
 iv.   Internet Connection

8. Contact person

The Principal,
Thiagarajar College of Preceptors,
Madurai -625009.

<u>**Innovative Practices 4**</u>
<u>**Conduct of General Knowledge Quiz**</u>

1. Title of the Practice

Conduct of General Knowledge Quiz

2. The context that required initiation of the Practice

Objective knowledge of students is very important for their professional excellence. The Government of Tamilnadu is now conducting TET(Teacher Eligibility Test) for appointment of teachers to Government schools. Similarly it is also every important for a teacher to have knowledge on the current affairs of the world. This states that there is tremendous need to develop the objective knowledge of the students so that they are kept update about the day to day happening.

3. Objectives of the Practice

Objectives of the practice include the following.

- To develop the objective knowledge of the students
- To update the knowledge of students
- To prepare the students for competitive examinations
- To train them with logical reasoning skills

4. The Practice

Objective type questions are framed by the staff and the students submit 50 general knowledge questions each to the concerned faculty. The questions are taken from their subjects and also from the current affairs. Logical reasoning questions are also constructed. These questions are them scrutinized by the staff and the repeated questions are deleted. A question

bank is later prepared after digitalizing the questions. A set of 10 questions are displayed every day in the student's notice board for the students to go through it. Every Friday, during the last hour, students are gathered in the seminar hall and the staff in charge questions the students. This routine is followed regularly to equip and update the knowledge of students with questions related to their subject and current affairs. The students find it more helpful to face the competitive exams.

5. **Overcoming of obstacles**

The obstacles faced while implementing the practice included the following,

- Preparation of questions on a specific format
- Scrutinizing the questions
- Digitalizing the questions
- Stating the correct answer for the questions

To overcome the stated obstacles, the students were divided into groups and were allotted specific topics were allotted to each of the students and they were asked to frame questions on that specific topic. Teachers were also allotted with specific subjects. The scrutinizing committee consisted of a panel of teachers who assisted the students to digitalize the questions framed by them. Later, repeated questions were deleted by searching on specific keywords using the computer. The answers for each question were reviewed by the staff to make sure if they were correct.

6. **Input of the practice**

Input of the practice included the following,

  i. Insisting the staff and students to prepare questions
 ii. Splitting of topics for the collection of questions for the database
iii. Allocation of team and topics to the students
 iv. Scrutinizing the received questions
  v. Digitalizing the questions received
 vi. Maintain a question bank

7. **Resources required**

Resources required of for the practice included the dollowing

- Computers
- Internet Facility
- MS Office Package

8. **Contact person**

The Principal,
Thiagarajar College of Preceptors,
Madurai -625009.

Innovative Practices 5
Including Social Media on Teaching and Learning

1. **Title of the Practice**

Including Social Media on Teaching and Learning

2. **The context that required initiation of the Practice**

In this growing technology equipped world, there is a tremendous need for infusion of technology in teaching learning process. Students demand innovative methods where they learn at their own convenience (from anywhere and anytime). Our college management always targets for the holistic development of the learners in our institution and hence it has been insisted to the staff members to include ICT (Information and Communication Technology) in the process of teaching and learning. More specifically, it was targeted to make use of Social media in the process of teaching and learning. Hence steps were taken to include social media on the transaction of social media.

3. **Objectives of the Practice**

Objectives of the practice are,

- To infuse technology in the process of teaching and learning
- To effectively use social media such as Facebook and Whatsapp messenger in teaching and learning process
- To encourage the students make positive use of social media in their learning
- To provide a flipped learning environment
- To enhance the transaction of teaching and learning through social media

4. **The Practice**

The practice of social media on teaching and learning started with the creation of an Facebook page and a Whatsapp group. Staff members and students were insisted to create a facebook id

and a whatsapp account so that they can be a part of that group. Staff and students were added to that group and the group acted as a forum to transact the study materials and other educational activities. Links of popular facebook pages were also shared in that page. The page was exclusively maintained for the purpose of education alone. Similarly, staff share study materials and home assignments through the whatsapp group and give instant update to students.

5. Overcoming of obstacles

Obstacles on practicing Moodle included the following,

- Creating a separate page on Facebook for the College
- Insisting the students to create separate facebook id
- Lack of Technical knowledge of staff and students

The mentioned obstacles were overcome with training given to staff members and students of our college. Students were insisted to create personal e-mail id and facebook id. Training was given to staff to upload study material on the facebook page. Students were taught how to use facebook. Awareness was created among the students to eliminate the fear towards social media usage.

6. Input of the practice

Input of the practice included the following,

- Training given to staff and students
- Update of study materials
- Periodic reviews
- Organizing live forums

7. Resources required

Required resources for the practice included the following.

i.   A Computer
ii.   Facebook Page
iii.   Internet Connection

8. Contact person

The Principal,
Thiagarajar College of Preceptors,
Madurai -625009.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Month	August				September				October				November				December					January			February				March				April					May		
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Admission and Orientation	■																																							
Theory		■	■	■	■																			■	■	■	■	■	■	■	■	■	■	■	■	■	■			
Tutorials/ Seminars						■				■	■											■																		
Sessional Work – Tests & Assignments																									■		■		■				■			■				
Practical Work									■																■															
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations	■		■							■	■	■																												
Practice Teaching/ Internship		■												■	■	■	■	■	■	■	■		■																	
Co-curricular Activities					■																		■		■					■				■		■				
Working with community/ project work																									■															
End-Term Examination																																							■	■

Note: A week is of six working days and a day is of six clock hours. The table should cover the entire academic session and may be extended as per the requirement

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Signature of the Head of the institution

with seal:

Place:

Date: