

Part II: The Evaluative Report

EXECUTIVE SUMMARY

Education is a lifelong process. It starts from cradle and ends to the grave. It is a process of imparting general knowledge, developing the power of reasoning and judging and generally of preparing oneself or others intellectually for matured life.

In order to develop women power and knowledge, Servite College of Education for Women continues its Service by the sisters of the Congregation of Mother of Sorrows, Servants of Mary. It is a unique congregation born on 8th December 1854 by five Young, energetic, God fearing and fore-visioned Tamil Girls at Tiruchirapalli, Tamil Nadu.

This is a registered charitable society with S. No. 4 of 1954 dated 16.03.1954. This society has served in the field of Education all over India for more than 160 years by running various educational institutions from preprimary to college and special schools for Deaf and Dumb, Blind and Drop outs. By giving different forms of education to the various groups of people. The idea of starting a B.Ed., College was conceived and the Servite College of Education for Women was born in a rural setting on 27.12.2005, to train the qualitative teachers in the field of education, to make the little lamps to be the guiding stars.

And this is the trust open to provide the knowledge to discover oneself exclusively women and children in this education field. In order to fulfill the needs and demands of the current world the parent society has established many higher secondary schools, colleges for various disciplines like education, arts, science, nursing and others.

It is a time boundary to form teachers to shape the polluted - physical, moral, social, mental, cultural, psychological and emotional world. So the trust has established Servite College of Education for Women in 2005.

This society has served in the field of Education all over India for more than 160 years and in abroad more than 40 years by running various educational institutions. We are doubly energized to serve the women empowerment program along with the conscious of common society activities.

The trust has established Servite College of Education for Women in 2005 and it was approved by NCTE, Bangalore and affiliated to the Bharathidasan University, Tiruchirapalli. Now the college is affiliated to Tamil Nadu Teachers Education University, Chennai and it has been functioning sincerely for the past 9 years.

In order to create a true democratic, conducive and motivating environment the college works with the following vision and mission:

Vision:

The integral formation of committed, skilled and empowered women teachers who would transform the society by moulding the students with good values and excellent learners.

Mission:

Servite College of Education strives to achieve excellence through hard work and genuine discipline to realize our core values which are love, compassion, respect for God's creation, moral integrity, women empowerment and perfect professional skills.

Within this duration of nine years of existence, the college with its young and enthusiastic team of faculty is giving themselves whole heartedly to enrich and enhance its vision and mission. Although adhering to the basis of teaching – learning and values, the college gives its best to incorporate global trends by carrying out a range of curricular and co-curricular activities by arranging workshops, International conference, seminars both education \ moral and inculcating values along with spirit of universal brotherhood.

To raise the standard of the College we have invited the following distinguished guests for various programs. Dr. T. Padmanaban, the Vice Chancellor, TNTEU, Chennai, Dr. G. Pankajam, the former Vice Chancellor, Gandhigram Rural University, Dindigul, Dr. M. Jayakuamr, the Controller of Examinations TNTEU, Chennai, Dr. G. Vishvanathan, Vice Chancellor TNTEU, Chennai, Dr. E. Ram Ganesh, Director, Centre for College and Curriculum Development.

Dr. Sr. Doris D'souza Ac, the Principal, Patna Woman's College, Ms. Yogini Nirmalamba Saraswathi, Thirengoimalai, Tiruchy, Dr. Prabhakar M.D. GOVT. Hospital, Thogaimalai and Mr. Rajalingam, District Scout Commissioner are some of the distinguished guests.

Through Alumni Association our former students come and have continued contact with the institution and among themselves. Special programmers are arranged for them.

Ours is a self financed college showing transparency in its serving by qualitative management. The college has earned a good appreciation in the Tamil Nadu Teachers Education University following traditions of standard, quality and social concern of the Servite College of Education for Women.

In order to analyze achievements and strength of the college, it has applied for re-accreditation of NAAC. The college always looks forward for educational, cultural and social development along with quality enhancement.

CRITERION WISE ANALYSIS

CRITERION I : CURRICULUM DESIGN AND DEVELOPMENT

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

The objectives of the institutions are as follows:

1. The specific objectives are to enable the trainees to acquire knowledge and techniques of teaching skills related to effective communication to learn methods of teaching and to prepare teaching aids.
2. To make it possible for the women teacher trainees to have great and noble vision and help them to realize their visions into realities and to blossom into dedicated and committed teachers who can be agents of social transformation.
3. To inculcate in them spiritual and moral values which in turn will be transmitted to their students.
4. To empower the women society, to uplift them and make them self reliant.

Strategies

1. Awareness programmes to realize womens' dignity and talents.
 2. Learning methods of teaching through intensive practice teaching.
 3. Guest lectures and seminars
 4. Use of Educational Technology and Language lab.
 5. Co-curricular and extra curricular activities.
 6. Exposure programmes educational tours and celebration of important days.
2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Servite College of Education for Women, Thogaimalai has been approved by Tamil Nadu Government and it is affiliated to **Tamil Nadu Teachers Education University, Chennai**. It is catering quality teacher education in Tamil Nadu. However it is worth mentioning that the college very shortly got its approval from **NCTE, Bangalore** and affiliated to Tamil Nadu Teachers Education University, Chennai.

The Secretary Rev.Sr. Florence Mary and the Principal Dr. K. Paulraj have been actively engaged from time to time in the various committees such as the academic council and the Board of studies for participation in the process of curriculum formation. The faculty members of the college forward their reviews to the Board of studies, the Tamil Nadu Teachers Education University, Chennai.

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

Curriculum and existing courses are much helpful to meet the global trends in teacher education. The global trend can be seen in teacher education especially in paper – I (Education in the Emerging Indian Society) and paper - III (Educational Innovations and curriculum development). Even in paper-1 Education in the emerging Indian Society are to be studied to acquaint global ideas in methods like mathematics, Science, English and Social Studies. The students have to prepare power point presentation, during seminars.

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

The national issues like environment, value education, guidance & counselling and ICT are given much importance. Value education is a part of general paper-I (Education in the Emerging Indian Society). ICT is given special weightage in paper-III (Educational Innovations and curriculum development). The students have value education class once in a week. Environment is given much importance in methods like science and social science. An elective paper is offered an “Environmental Education”.

In paper I in curriculum value education has been emphasized by the Indian thinkers.

The college has set up value corner in the library and students write articles regarding value education. Apart from this, the college also celebrates various

important days like Environment Day, common assembly activities, Human Rights Day, Independence Day, Republic Day, Ethical exhibition and Fine arts etc.

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

We use ICT for innovative teaching, preparing instructional packages to obtain current information related to the curriculum.

The students have prepared power point presentation in various subjects (regarding their methods) may be accepted.

1.2 Academic Flexibility

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

Institution provides rich experiences to its students to make teaching reflective. We adopt strategies to make teacher learner interaction very interesting. Our students not only give lecture while giving school teaching work but they also try to take active participation of their school students in TLP. We also provide opportunity to learn innovative strategies to make teaching as reflective practice during micro and macro teaching.

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

Curriculum in teacher education is structure to creating teaching strategies and learning styles. Our class room teaching method is much more flexible and practical to understand teaching process. Practical approach teaches the students basic goals of the school education. In the field, our trainees apply those pedagogy, which were learnt during college training.

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

“Educational Innovations and curriculum development is a compulsory paper-III” (ICT in Education)

We utilize social useful productive work (SUPW) and we give dance and cultural art and craft through village self help groups.

The trainees have been provided with various experiences for developing communication skill, life skills and social responsibilities during Block teaching and Internship programmes.

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

- I. Interdisciplinary/Multidisciplinary
- II. Multi-skill development
- III. Inclusive education
- IV. Practice teaching
- V. School experience / internship
- VI. Work experience /SUPW
- VII. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

The courses / programmes are listed out where the given aspects have been incorporated.

i. Interdisciplinary/multidisciplinary:

Our curriculum is interdisciplinary as well as multidisciplinary. Seven methods are being taught here and all the general papers have some common points,(which we can say core subjects) which make our curriculum interdisciplinary and multidisciplinary.

ii. Multi Skill Development :

Both the parts theoretical and practical are good causes for the multi skill development in student-teachers. As a part of curriculum they have to perform

all the practicum like curricular activities. That is they have to do observation for optional I, Demonstration for Optional I, Micro Teaching for Optional I, Practice Teaching for Optional I, Preparation of Instructional Aids/ Materials for Optional I, Construction of an achievement test and interpretation of test scores for Optional I.

iii. Inclusive Education :

As per the rules and regulations of Tamil Nadu Teachers Education University for B.Ed., admission, three percent seat is allotted to the physically handicapped students. Such students are taught along with the normal students, but all the faculty members take special care for such students. They are specially guided for their problems. The faculties use various audio – visual aids, so effectively that even slow learners can learn at proper speed. For the slow learners the staff act sympathetically; they try to repeat the same points using teaching aids now and then.

iv. Practice Teaching :

- Practice teaching is an integral part of our curriculum. Twenty lessons are assigned to the trainees for practice teaching lastly four years.
- Students have to practice 6 micro lessons, Bridge lessons 4 and simulation 5 and 20 school lessons.
- Most of the lessons are to be practiced stray lessons.

- During practice teaching programme 2-10 students are assigned to each practice teaching school.
- The students have to stay full time in the school, they observe the lessons of peers, they arrange various activities too. They put various knowledgeable informative things in the cupboard or notice board.
- The lesson, observation of the peers and other activities work are supervised by faculty members.

v. School Experience / Internship :

The trainees are familiarized with day to day activities of the school during their teaching practice. They take up tasks like writing the thought for the day, taking proxy periods, taking attendance, conducting prayer assembly, examining note books, organizing cultural and sports activities. Thus students get real school work experience and at the same time they develop a good rapport with school.

vi. Work Experience / SUPW :

The college conducts a wide variety of workshops for direct experience, which are considered as added asset to the students' personality. Some of these activities are given below :

- Best from Waste
- Preparing teaching aids
- Preparing saplings in mud- pots and polyethylene- bags.
- Preparing Hanging baskets etc.

1.3 Feedback on Curriculum

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

- a) We keep a visitors book to obtain feedback from the visitors and follow it.
- b) There is provision for students to express their suggestions in suggestion box.
- c) They can also give free and frank expression in viva-voce.
- d) The alumni functions are held regularly during the year.
- e) The former students feedback is always considered.
- f) The College also takes suggestions from the heads, teachers and students of the practice teaching schools.

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

Yes, the college collects the feedback and they are discussed analyzed by the staff members and the principal. Then the college forwards them to Tamil Nadu Teachers Education University, Chennai as the curriculum is designed by it.

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

The revised curriculum of Tamil Nadu Teachers Education University was framed by collective efforts of all education colleges of Tamil Nadu Teachers Education University.

1.4 Curriculum Update

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

As per the norms of Tamil Nadu Teachers Education University the BOS (Board of studies), has changed structure and pattern of all papers in 2012-2013, some changes were made in certain topics in all papers. In 2014-2015 the Paper III alone changed as educational innovations and curriculum development it contained 2 part as A-Educational innovation having 5 units and Part B-Curriculum development having 5 units. The changes contributed to the quality improvement satisfaction of students and staff.

We don't have any official power to revise or update curriculum. We can only give suggestions to the University.

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

The head holds meeting with the staff to discuss about the feedback given by the principals/Heads of practice-teaching schools regarding curriculum aspects. The committee also discuss with the staff about the feedback given by students.

1.5 Best Practices in curricular Aspects

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

We have tried to evaluate the curriculum and seek its global appeal by the use of internet and other resources. The faculty members were sent to various seminars to sustain the quality enhancement (vide annexure)

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

Every year we arrange bridge course in order to make clear the curriculum to the students.

Criterion II : Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Generally, the norms of TNTE is followed from 2009-2010. The college admission committee frames its own norms giving preference to Christians, rural backward class people (BC, SC/ST), first generation and economically backward group.

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

We give advertisement in daily news papers like Dinamalar, Dinamani, Malai Murasu, about date of issue of application form and prospectus. The paper cuttings are enclosed. Our college gives advertisement through news papers, banners, TV channels, handouts etc. So that the message reaches all type.

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

Admissions are made through Tamil Nadu Teachers Education University on merit basis. SC, ST, BC quota system followed in our college as per Government norms.

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)

Tamil Nadu Teachers Education University, permits the intake of 100 students, following government policy of reservation categories. Our college is always conscious and willing to help the students enrolled by providing various facilities like Hostel residence to the needy students. Our college gives concession to poor students and some times or even exempts fees for economically backward students. We also provide the required teaching learning materials.

Apart from this, the college believes in secularism. It makes arrangements for all festivals and cultural programmes. A conducive climate is provided in the campus for unity in diversity.

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

YES

- Our college conducts tests in respective subjects.
- After starting the college periodical tests are conducted. After taking the test the weak students are identified and the teacher educators adopt the students as per their method or general paper.
- We give them special assignment purposely designed for them and remedial teaching and try to make them excel in whatever they do.

- Seminars are organized to provide the students a golden opportunity to express their thoughts and views freely and frankly without fear and favour.
- Question paper banks are made and give to the advance learning in order to enrich their knowledge.
- Students from varied categories are admitted to the B.Ed., cover some of the students are found weak in English, Mathematics and statistics. So remedial classes are arranged to give them extra practice, because practice makes a man perfect.
- The computer instructor helps the students giving extra time for practice in computer practical. It is needed and essential because most of the girls are coming from backward classes and from rural areas.

2.2. Catering to Diverse Needs

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

The institution motivates all teacher educators to make use of various Learner centered participatory teaching methods. The college encourages the teacher educators to supplement the lecture method. With other innovative learner centered teaching methods we are creating an over all environment by providing learning experiences, using the various techniques such as discussion, workshops and seminars on various topics etc. Peer group teaching is encouraged in order to enable the students to focus on the development of the skills in teaching as well as through an interactive way consolidate their content knowledge. In addition, assignments, micro teaching, practice-teaching sessions, proxy

teaching, organization of co-curricular activities, working with NGO's are arranged and provided.

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

By providing them training of the use of various multi sensory teaching methods and use of appropriate teaching aids. For this we arrange guidance periods in the time table. After every practice teaching session regular feedback helps them for the same. We also administer teacher aptitude test and use individual inventory at the beginning of the term.

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 paper - I students get the guidance for the diversity & equity in teaching process. They get insight of national & international integration from the curriculum.

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

The teacher – educators are encouraged and motivated to utilize ICT, charts, workshops which creates effectiveness.

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

The following practices help the student – teachers for developing knowledge and skills.

In each paper students give seminars, using OHP, slide projector, LCD etc. in the classroom. This creates innovative environment. After lecture by students, feedback is given by the fellow students and the class teachers. This helps the students to know the merits and limitations of their lecture. The students will rectify the limitations in future.

2.3 Teaching-Learning Process

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

- Self learning activities, creative and innovative methods are preferred to traditional method. For active learning of the students activities such as book review, lesson planning, literacy competition, presentation in the assembly, case study, team teaching, debate, team work, seminar, workshop, field work and so on are arranged.
- A group of bright students is identified and is given continuous impetus to excel in their respective fields.
- Students are encouraged in using role play as a technique wherever appropriate in micro teaching and practice teaching.

- Students undergo simulated situation in their respective subjects under the supervision of their teacher educator. Simulated situation is followed by fruitful discussions.
 - An internship programme of six weeks is organized during which the students teach as well as conduct co- curricular activities. They take up task like writing on bulletin board etc.
 - The students take attendance, proxy periods, checking of the notebooks, organize drama, cultural activities, sports activities etc. They make themselves aware about the administrative work and also the routine work of the school.
 - Projects are assigned to the students in various subjects for which the students collect information from the different sources and prepare a report on that which are later presented in their respective model.
2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The institution motivates all teacher educators to make use of various learner centered participatory teaching methods. The college encourages the teacher educators to supplement the lecture method with other innovative learner centered teaching methods like discussion, seminars and workshops on various topics etc. Peer group teaching is encouraged in order to enable the students to

focus on the development of the skills in teaching as well as through an interactive way consolidate their content knowledge. Teaching aids, electronic medias are utilized in the classroom. Awarded teachers are invited for the continuous guidance.

Besides assignment, self learning approach, micro teaching and other educational & co- curricular activities working with NGO's and so on are useful for making learning student – centered.

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

Concept Attainment Model and Inductive Teaching Model along with different approaches like Expository Approach, Inquiry Approach and such others are used by teacher educators to make teaching learning process effective.

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.

Provision of training of models of teaching is included in the syllabus of TNTE University. Models of teaching are explained theoretically to the students. An example of each model is given to them.

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

The student teachers are given rigorous training in teaching skills through the Micro-teaching technique which includes one lesson in each skill in both the methods. The skills practised are Set Induction, Fluency in Questioning, Explaining Skill, Using Blackboard and skill of reinforcement. Total number of lessons using in micro teaching techniques are five. The other important skills are also explained to the student teachers theoretically. Besides this, a bridge lesson is given in each method using all the four skills together. They get feed back from their staff and pear group.

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

From 2010 to 2011 onwards trainees are given 10 observations and 20 lessons for practice teaching. A student gives two lessons per day and observes two lessons of peers. The faculty in charge evaluates the lesson and the school teachers also observe the lesson and give feed back.

See Annexure

Observation of peer teaching :

During micro teaching and class teaching peer group observes and give feed back.

See Annexure

Feed Back :

The lesson of trainee is observed by at least two peers and sometimes more than two observed. After observing the observers provide feedback to the trainee to encourage the trainee. The limitations of the trainee are rectified. Feedback is obtained by the peers, the faculty in charge and school teachers. One period a day for guidance and monitoring of lesson plan is allotted in time table.

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

2 to 10 student teachers are allotted per school along with teacher educator. The unit to be taught by the student teachers are collected by the teacher educator as per time table. During block teaching, student teacher prepares unit planning and teach the whole unit in the same class. The prayer assembly is conducted every day. Different co-curricular activities are organized along with the teaching.

Internship :

The pattern for internship is suggested by the university in the curriculum scheme.

An internship pattern conducted by six weeks is organized to give the student teachers a real experience for teaching profession. 2 to 10 student teachers are allotted per school. The responsibility for counselling to the student teacher

assigned by the senior teachers. The teacher educators along with the student teachers are involved in planning the programme and acquainting the school teachers regarding the activities to be conducted during the programme.

A case study is also conducted by the student teacher during internship. Various co-curricular activities are arranged and carried out by the teacher student. Teachers often pay their visits to the schools and monitor the programme. Students learn routine administrative works during internship.

The group as well as individual reports are submitted by all the student teachers on completion of internship programme.

See annexure

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

The college has linkage with different schools located near Thogaimalai.

In our yearly calendar, we have allotted time for lesson planning, before each schedule of practice lessons. Before going to school the teacher educator and school staff meet and plan for the practice teaching schedule involving the time table and the curricular and co-curricular activities to be conducted. They also try to understand the need of the schools and try to fulfill the requirement. At the school the school teachers also make their suggestions regarding lesson planning and teaching of specific subject. These are taken into consideration while the teacher educator is guiding the student teacher.

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

The syllabus of methodology deals with the different methods and techniques of various subjects which help managing the diverse needs of student.

Paper 2 deals with psychological aspects which include exceptional children, individual differences, intelligence etc which help in managing the diverse learning needs.

Teacher educators present appropriate illustrations of dealing with the learners with special needs and ask the student teachers to follow suit when in need.

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

We insist on them to use the following

The teacher educators use technological devices during their regular classes which inspire the student teachers to do the same in their lessons too.

Demonstration lessons by the teacher educators and the special lectures devoted for the practical use of the technological devices is arranged in the ET room.

The student teachers are encouraged to make use of slide projector, OHP/LCD power point presentation during class hours. Special recognition is given to the

student teachers for the use of technological devices.

The institution promotes the use of these devices by providing these facilities to the student teachers for using them and presenting their practice teaching lessons.

2.4 Teacher Quality

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

As per N.C.T.E. and Tamil Nadu Teachers Education University norms...

The ratio of the student teachers to identified practice teaching school is 5:1. The groups are divided on the following criteria

School Location

Varied groups including the student teacher of different subject method.

The number of classes, sections and periods available in the school time table.

The number of teacher educator in the institution.

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

The teacher educator as well as the peer group provides feedback to the student teacher at two levels. Positive suggestions are given to the trainees for working

on the negative points. Suggestions are also given to consolidate the positive aspects in their teaching. Written and verbal suggestions are given. The given feedback is absorbed by the student teaching in their practice teaching.

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

The institution ensures that the student teachers are updated on the policy directions and educational needs of the schools by observation and comprehensive evaluation of the task performed by the student teachers. Moreover principals of various schools are invited to brief the student teachers about the latest policies and requirements of the schools. During internship programme, the student teachers have a healthy interaction with the school, the teacher and the counselor guide them regarding the educational needs of the students. We also follow the instructions of Secondary & Higher Secondary Boards of Tamil Nadu.

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

The institution promotes interactive teaching learning by adopting the following interactive methods of teaching.

- Debate
- Team work
- Questioning

- Group Discussion
- Symposium
- Open forum etc.

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

The institution encourages the faculty to participate activity in orientation programme, refresher course, educational seminar and conferences. The faculty is relieved and given O.D. by proper adjustment. Non teaching staff is also encouraged to take part in training programme for career development. We are organizing seminar in our college. Teachers are encouraged to present papers in these seminars and to publish papers in national/ international journals. The important initiative taken by the college was organized. The international conference in the year 2014.

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

Yes,

The institution receives invitation from various teacher education colleges as well as teacher educators' associations to present papers, participate in seminars and workshops at national and international level. Institution encourages and grants duty leaves to faculty members.

The staff fills a Self Appraisal Form, the analysis of which gives a sense of satisfaction to them. The student teachers also fill up Teachers' Performance Appraisal Form which boosts up the confidence of the teacher educators.

They are encouraged to participate in the Orientation and Refresher courses organized by the U.G.C. by providing leaves for the same.

All achievements of the faculty are recognized in the assembly by honouring them with (cash) awards, when the teachers publish papers or when their work is recognized by national/international bodies.

Nevertheless, head of the institution appreciates the outstanding performance of faculty.

2.5 Evaluation Process and Reforms

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

The head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process. Suggestion box is given to the students for suggesting their views.

The barriers to students in learning are identified by the formal and informal evaluations. They are communicated to them by declaring the result and providing regular feedback. Academic counseling is also made available to the students through individual teacher and academic guidance and Counseling cell of the college.

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

The institution follows continuous and comprehensive way of evaluation is done throughout the year.

1) Tests :

As per the time schedule allotted by the university our college conducted first terminal test and preliminary examination. Before conducting the above test, all the teacher educators prepare scoring keys for evaluation of their respective subjects and evaluate accordingly. Results for the above tests are declared within stipulated time. Answer sheets are shown to the students. There is transparency of evaluation process. Then teacher educators also provide feed back to the students, how to improve their performance in the tests and how to prepare notes, time adjustment, health care etc., during examination time.

2) Practice teaching and related activities (including school experiences) :

Each teacher educator is provided with the strategy to evaluate microteaching and school practice teaching. Teacher educator evaluates the lessons of the teacher students. For each observed lesson marks are given out of 7.5 marks and total is 150 marks are converted into 300 (for both methods)

3) Curricular activities :

All curricular activities such as, case study, internship programme, book review, blue print, psychological tests are evaluated as per the university scheme of evaluation strategies are evaluated out by the faculties and are strictly followed for the evaluation.

4) Attendance :

As B.Ed. college is a training college and regularity in college is expected on the part of the students. The university has stipulated that 75% attendance is compulsory for a student to write the university examination.

5) Co- curricular Activity :

For developing student teacher skills our institution organized various co-curricular activities. The student teachers are expected to participate in at least 5 activities. Marks are awarded to the students on the basis of their performance and participation. In order to encourage students to participate and perform well, separate certificate and trophy are given in annual function.

In short for internal evaluation the university has provided a scheme of evaluation, and we evaluate our trainees accordingly by assigning their performance of the below maintained tasks.

- Practice lessons
- Unit Planning & unit test
- Preparing teaching aids
- Community work
- Attendance
- Assignments
- Case –study
- Tutorial and seminars etc.

6) External Evaluation :

Annual Examination :

According to Tamil Nadu Teachers Education, Chennai, University syllabus B.Ed. Programme Contains the following scheme for Annual Examination.

See Annexure

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

The trainees are made known to the result of the weekly – unit test on the very next day and are given rank. They are motivated to improve their performance

by giving positive incentives and giving personal counseling to the trainees who are slow learners.

We also arrange a feedback session after every practice teaching and discuss the positive and negative points of the teaching performance of the trainees.

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

The performance of all the students are recorded and maintained on the computer. Following statistical data is gathered by computing:

- Percentage wise Classification
- Top ten scorers and last ten scorers
- Number of passed and failed candidates
- Paper wise classification

2.6. Best Practices in Teaching -Learning and Evaluation Process

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

- Team teaching
- Modular Planning
- Daily Evaluation
- Self Evaluation, cross evaluation and teachers evaluation
- Feedback from students, parents peers, managements authorities, educational experts and community.

- The students and teachers use ICT for developing lesson plans, classroom transaction, evaluation and preparation of teaching aids.

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

The teachers prepare the teaching learning materials using the website. The use of power point slides while teaching their units in the classroom, is encouraged. Credit is given more to the students using power point slides during their teaching.

Criterion – III : Research Consultancy and Extension

3.1 Promotion of Research

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

Teachers are provided each and every flexibility like study leave, teaching schedule as per the requirements secretarial support, library recourses and computer facility, access to internet facility and guidance by the seniors.

Faculty is encouraged to join and complete Ph.D. study to take up research in education. Further the faculties are given duty leaves for attending workshop, seminar etc. The trustees are also informed about such research work done by the teachers and given credit. They congratulate teachers in various institutional functions and encourage them. The principal and the Vice-Principal have completed Ph.D., in education and others staff members have completed M.Phil.

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

According to given themes for paper presentation, institution is dealing more with the case study apart for the research work. The student teachers are motivated to under take action research or case study by providing them teaching learning experiences. The action research is directly related with the problems faced by student teachers process of practice teaching. The trainees are directed to take case study as a research work.

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

Action Research is included in the B.Ed. course of the Tamil Nadu Teachers Education University (TNTEU) till 2012-2013. Those days students were guided in action research. Now it was not included in the syllabus. Yet our institution encourages research work in education. B.Ed. trainees select topics for case study and prepare the design of case study research under the guidance of teacher educator. We also motivate them for action research and guide them when they desire. 10 marks are allotted to this research work which can be seen in the evaluation scheme approved by TNTE University.

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

(A) - Details of faculty members who have attended seminar, workshop etc.

(B) - Details of seminar, workshop conducted by faculty are members given in Annexure.

(C) Organized international seminar on Religious Harmony and Peace Education" ISBN 978-81-909199-2-0.

3.2 Research and Publication Output

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.

- Various instrumental materials used or developed by the institution are as follows.
 - Power point presentations are developed on different subjects by faculty as well as students.
 - During the internship, case study, blue print and book review are given to the students.
 - Transparencies on different topics of different subjects are prepared and used for classroom instruction.
 - Teaching aids are exhibited for efficient teaching.
2. Give details on facilities available with the institution for developing instructional materials?

For developing the instructional material we have a computer lab, with internet connection. We also have OHP, LCD – blank transparencies slide projector etc.

We have some CDs like M.S. Encarta – (Encyclopedia) for the source.

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

No.

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

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

Our institution organized teaching aids exhibition every year. Faculty members have prepared new teaching aids with the help of the trainees. They construct teaching aids. They used them during practice teaching.

Our institutions arranged a seminar on computer communication skill, Mr. Basker, Inlocity Singapore & Chennai, Manaparai demonstrated how to make use of computer to prepare teaching aids.

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

See Annexature

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

Yes

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

Nil

3.3. Consultancy

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

Time to time we give personal and group guidance to our trainees. Primary, secondary and Higher secondary school teachers are also getting insight in preparing teaching aids, some educational projects, for book review and unit planning.

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

No

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

No

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

Not Applicable

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's) Institution always prompts to work on such area according to need of society.

Faculty members are being encouraged for extension activities by the principal. Management also sees that extension activities are given importance by the students and faculty members. Various extension activities carried out by the institution are as under.

Community Development

- The faculty and Teacher trainee regularly take part to give awareness on polling during voters day.
- International Women's day rally organised and give awareness of women liberation and empowerment.

a) Street and out of the school children

- In internship and off campus guidance of health education is also given by the staff members.
- Our trainees handle the literacy programme – Sarva Shikha Abhiyan during internship and off campus

b) Adult Education and Literacy :

During their internship Programme all the students were actively involved in the programme of literacy campaign. This campaign is run by Government of Tamil Nadu. We participated and contributed in it with total commitment.

d) Eye Camp :

Once a year our College organized Eye Camp with association of “Mahathma Eye Hospital” in which faculties, non teaching staff, students and staff members of other sister concern institutions enthusiastically benefit boundly.

e) AIDS Awareness :

- Aids Awareness rally is organized on 1st December every year.
- Our trainees have also played street drama, mime on this subject with the noble cause of AIDS awareness in the youth festivals.
- Red ribbon club is established in the college. The students puts articles regarding awareness towards AIDS.

f) Environmental Education :

It is a part of B.Ed. syllabus of our university “Environmental Education”. Our faculty conducted peer seminar on climate change influence CFC hole on ozone layer. Students perform debates, speeches and competition and tree plantation.

g) Social Works :

Students were divided into four groups and sent to nearby villages for social work. They gave awareness programmes on cleanliness, hygiene, literacy and they helped the children to develop their leadership qualities.

h) Population Education

Importance is given to History and Tamil students on population education.

i) Health Hygienic Awareness

- Promote Cleanliness – Tree Plantation
- Health protection Awareness

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

Our institution is linked with the schools and organized the following activities.

- Adult Literacy Programme
- Yoga
- Lectures on Peace

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

Our Institution takes interest to bring in community orientation to students. It is the practice of the institution to pay visit to blind, leprosarium, HIV patients, dumb and deaf and drop outs.

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

Nil

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

The details of value oriented programmes of our college are shown as under.

- Planning the prayer assembly
- Arrangement of lectures of inspiring personality
- Value education is a part of curriculum
- Emphasizing teaching of value during the practice teaching of the trainees.
- The students are informed and they are insisted about the professional ethics in the beginning of the admission and follow throughout the year.

Following activities are held under this programme.

- Eye Camp

3.5 Collaborations

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

National Linkage :

- Rotract Club
- IGNOU

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

No

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

To provide information regarding vacant posts in different schools in availed and circulated that helps students to apply and make better preparation for the same.

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

Almost all the lecturers of our college are invited as judges in various events of school and college Youth Festivals every year.

There is a practice of continuous interaction between the college and the schools in terms of 'practice teaching', CCA, campus interview, proxy teaching and so on.

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

Yes, the faculty personally visit the school and collect method wise unit to be taught in practice teaching session. The faculty has meeting with all concerned subject teachers of the school and with the supervisor or the principal, where they plan out the whole process of practice teaching session. The local teachers

body evaluate the performance of all the students during the internship programme.

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

The faculty of our institute is always ready to help and give a guidance to school teachers and university faculty. They provide information and dates when ever demanded. They also assist such teachers for research work.

3.6 Best Practices in Research, Consultancy and Extension

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

Our institution has established IQAC on 10/1/2010 for the same purpose.

See Annexure

We have also established extension activity center.

We have developed some scales and tests of measurement.

During the last four years our institute invites resource persons from the other universities to share information related research. Our institute invites experts to provide guidance for carrying out Ph.D. studies (work).

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

The institution organizes the programme in which the school teachers are invited for the discussion with the students regarding global trends.

CRITERION – IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1. Physical Facilities:

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

We have a very good infrastructure and have provided everything as per the NCTE norms. Our Society of Servite Rural Academy possesses 11 Acres 18.s cents of land in which 5 Acres 10.45 cents are sanctioned exclusively for the use of Servite College of Education for Women. In 2009 the Society bought 1.08 Acre for the development of the college. The College building consists of Secretary Room, Principal Room, Office Room, Faculty Room, Class Rooms, Halls, Auditorium, Library, Language Lab, Media Lab, Psychology Lab and Separate labs for Bio-Science, Physical Science, Maths and History. We have a very good Computer lab with 31 Computers with internet facilities.

See Annexure

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

We started the B.Ed. College in December 2005 in a full fledged building with all necessary rooms. Since Institution has sufficient land future extention can be done. In 2009 the Society bought 1.08 Acres of land in front of the College and has put up a magnificent gate with compound wall exclusively for the College students. The Auditorium which can accommodate more than 500 students is used for all functions. The College has an open stage, a vast ground, 200mts track, Valley Ball Court, Badminton and sound system etc.

Every year we celebrate the Sports Day in a very colourful way. This year Mr.Mohammed Itiris, Inspector of Police, and Mrs. M. Eswari, M.PEd., Govt. Hr. Sec. School, Thogaimalai were presided over the sports day and enkindle the hearts of students by his encouragement.

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

The main hall which is used as a classroom can accommodate more than 150 students and hence this hall is utilized for multi purpose use. There is an Auditorium which can accommodate more than 500 students. Here all the guest lectures, seminars, debates, celebration of important days, competitions etc. are conducted. This hall is well furnished and provided with public address system convenient to conduct meetings and academic activities i.e., Role plays, inter personal skill development activities etc.

The college gives importance to Physical Education and sports as the college believes Physical development is one of the aspects of the all round development of the child. The college conducts various games and sports to students. Two periods per week are allotted for Physical Education in the regular time table and students are free to play after the completion of the day's work.

The Physical Education room stores the items of indoor games and also for the out door games. There is a big play ground in the college campus. Everyday students play games like Shuttle, Volley ball, Tennicoit, Ball Badminton, Short and long jumps, throws and various fun games are also conducted to students in the college campus. Yoga training is given to students by the Physical Director of the college once a week.

4. Give details on the Physical infrastructure shared with other programme of the institution or other institutions of the parent society of University.

Apart from the Regular classes, the Computer lab was used by the Servite Arts & Science College for women, Servite Matriculation School students, of Thogamalai range, Karur District. The other two institutions within the college campus use our Auditorium occasionally. Seminars, Workshops, Panel Discussion and Guest lectures are conducted here. On March 8th the International Women's Day, the girls and rural women from the locality are invited to our college and are given awareness programmes in our Auditorium.

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

The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facility is provided in Secretary's room, Faculty room and Office room.

To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out. The management has provided an Aqua Guard connection to provide purified drinking water to students. Rain water harvesting tank also provide water when it is needed.

The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.

Awareness lectures on Health and Hygiene are organized to bring awareness among the students by experienced person namely Mr. Clement. The Library has a good number of books and magazines on Health Education. Student teachers are encouraged to go through the Health magazines effect of Herbal and Alternative Medicine. An exhibition was arranged on Herbals.

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

The hostel is very close to the college and located in a calm and pollution free

environment. It can accommodate 100 students and at present there are 25 students.

There are 15 rooms, a prayer Hall, a dining hall, a store room and a kitchen. All the rooms are spacious and well furnished. A TV set and facilities for indoor and out door games are provided to the students for recreation. There are 18 toilets and 18 bath rooms, a place for washing and drying cloths.

Balanced food is provided to the students following the modern hygienic methods of cooking. Purified and boiled kaveri water is used for drinking purpose. Rooms and toilets are dusted, swept and mopped regularly using disinfectors by the sweepers and scavengers. The following facilities are provided to students

- Health checkups
- Sickroom
- Nurse
- First aid box
- Some tablets which may be used for common and simple health problems for urgent needs are available with the warden.
- Access to nearby hospitals.

4.2. Maintenance of Infrastructure

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

See Annexure

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

Apart from the regular lectures, the main hall of the college is used for the purpose of conducting seminars, workshops, guest lectures, awareness programs, exhibition of Teaching Learning material and also for conducting many co-curricular activities like stage performances, holding student council election etc.

Daily assembly of the college is conducted in the college ground and it is the most essential part of the all round development of the student. There is an open air theatre in the college for conducting college functions. If the teacher educator is using the participatory method, this hall is sufficient for formulating 10 groups each consisting of 10 students. As the strength of the college is 100, two sections are run in two different halls. Separate rooms are provided for each methodology subject i.e., Biological Science, Physical Science, Mathematics, Social Studies, Commerce, Tamil and English. Each laboratory is equipped with a good number of Audio-Visual aids purchased and prepared by students since the inception of the college. The laboratories

provide opportunity to the student trainees to work independently. One room is provided for SUPW where the articles prepared by the student trainees are preserved and exhibited.

Every year the main hall and lecture halls are used for conducting B.Ed. Terminal examinations.

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

As the institution is located amidst green fields and small hills on the out skirts of Thogamalai village, naturally it is free from noise pollution and external disturbances. A beautiful garden is maintained in the college campus which is looked after by the gardener appointed by the management. Trees like Asok, Coconut, Neem, Gulmohar etc. are grown all along the compound wall to keep the air and surroundings pollution free. The building is properly ventilated and waste bins are kept at several places to keep the college clean and pollution free.

4.3. Library as Learning Resource

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

Well – equipped library with good collection of books on education and related topics and with journals, periodicals, week-lies and dailies. The library has computerized catalogue.

2. What are the library resources available to the staff and students? (No.of books – volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access etc.)

The Library provides the following resources to the staff and students:

- | | | |
|--|---|-------|
| 1. No. of Books | - | 6,100 |
| 2. Total No. of Journals/Magazines | - | 39 |
| • International Journals | - | 4 |
| • National Journals | - | 15 |
| • Local Journals | - | 5 |
| • Magazines | - | 15 |
| 3. Audio and Video Cassettes along with apparatus | | |
| 4. Resource material and digital media such as CD ROMs, Micro Films etc. | | |
| 5. Internet facility is available in the computer lab | | |

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

Yes, the library has a committee. The library committee gives advices and suggestions towards the development of the library.

Advisory Committee for the Library during last three years:

2012-2013

1. Dr. Sr. Cordelia Mary - Secretary
2. Dr.K. Paulraj - Principal
3. Sr. Marywin - Member
4. John Olive Abitha - Student Representative

2013 – 2014

1. Dr. Sr. Cordelia Mary - Secretary
2. Dr.K. Paulraj - Principal
3. Sr. Marywin - Member
4. Miss. Maria Belina - Student Representative

2014 – 2015

1. Sr. Florence Mary - Secretary
2. Dr. K. Paulraj - Principal
3. Sr. Marywin - Member
4. Selvi. Xavier Prabha - Student Representative

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

Yes. The Library is equipped with one computer and printer.

Computerization of the following activities will be done.

- Opaque provision
- Lane connections found
- Lending of books, Purchase of books, Lending of Audio visual cassettes.
- Book Bank 562(1994-1999), 3. Stock verifications

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

Yes. The college library is provided with computer.

- 6. Does the institution make use of Inflibnet / Delnet / IUC facilities? If yes. Give details.**

No

- 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.)**

Furnish the following details :

- | | | |
|--|---|---|
| Working days of the library | - | 200 days |
| Working hours of the library | - | 8 hours |
| a) On Working days | - | From Morning 9.00 AM to
Evening 05.00 PM |
| b) On holidays and Government Holidays | | treated as Holidays |

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

Circular is given by the librarian to all the staff members about the new arrivals and journals. The library has open access system, so the students immediately notice about new arrivals to the library. The new journals, magazines and periodicals are exhibited in the book shelf.

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

Yes, the institution library has a book bank. The books were supplied to the students who are in used.

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

To those who are not able to walk to the library, their friends are permitted to take books from the library to the visually challenged and physically challenged persons.

4.4. ICT as Learning Resource

1. Give details of ICT facilities available in your institution. (Computer lab, Hardware, Software, Internet connectivity, access, audio, visual, other media and materials) and how the institutions ensure the optimum use of the facility.

The Computer laboratory of the institution is equipped with 31 computers for B.Ed. programme. The computers are connected by LAN and have internet connectivity through BSNL Broad Band Service. All computers have Windows XP Operating system and MS Office 2003 is installed. All systems have multi media facility and there Four printers available in the college.

Hardware details:

The details of the printers are:

- (1) HP Laser jet 1010
- (2) HP Deskjet 3900 Series
- (3) L&T dot matrix 360
- (4) HP Deskjet F300 Series
- (5) Optoma LCD Projector for Power Point Presentation
- (6) Novamat Made in Germany OHP Projector for lessons
- (7) Canon cyber shot camera
- (8) Bar coding printer

The details of the speakers, mike, head phones, scanner and web camera :

- (1) Creative 1800 watt speakers
- (2) Creative 250 watts speakers
- (3) Creative mike and 218 Philips Head phones
- (4) HP Scanner F380 with corresponding software
- (5) Logistic web camera 3200

Software details:

- (1) Windows – XP SP2
- (2) M S Office – 2003
- (3) Oxford Dictionary with CD
- (4) MS-Visual Foxpro
- (5) M S Photoshop
- (6) Corel Draw
- (7) Concern all Hardware Driver CDs

(8) The college uses the hardware and software technologies in all the programme.

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

A core paper III of B.Ed.course – i.e., Educational Innovation and Curriculum development and Elective paper on Computer in Education. The syllabus in the computer Education part consists of the introduction to computers, Basics of computers i.e.,MS Office and Ms Word. All the 100 students are trained in computers for at least 20 to 25 hours during the Bridge course. The computer lab is kept open from 09.00A.M. to 06.00P.M. during all the working days and the students have accessibility to the lab during the working hours.

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

The institution has been conducting a training programme in Computer Education for all the 100 students since 10 years. A qualified staff conducts the classes. The internet facility is extensively used by the staff and students to get information on related issues from the web sites.

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

The faculty members of the college are trained in computers and they are using them for their academic work.

The students are grouped in 4 batches each made of 25 with concerned methodology lecturer as guide. Student teachers are trained in computers for at least 20 to 25 hours. The students prepare lessons for Computer Aided Instruction keeping the pedagogical aspects in mind and with the perspective of value orientation. The students essentially prepare presentation material in multimedia for class room teaching. A comprehensive lesson plan and an implementation plan is prepared to communicate the strategies of teaching to student teachers so that they can use it for practice teaching and for reference. The topics are related to the school curriculum from Std. VI to X.

For the last three years on an average of 200 multimedia programmes with sub programmes are prepared by the students and are stored in CDs. The computers are available to the students with easy access so that they are encouraged to use it as and when they require. The students have access to the Internet so that they can search for extra information and get animated pictures to make their presentation dynamic. The aim of the college is to make the student teachers techno friendly, which is obviously seen when the course is completed.

The teacher educators use computers for teaching, making presentation in seminars and teaching about technology, in evaluation, maintaining records, communicating with the help of chat, e-mail and writing articles for publication.

4.5. Other Facilities

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

Apart from the regular lectures, the main hall of the college is used for the purpose of conducting seminars, workshops, guest lectures, social service activities, (awareness programmes) exhibition of Teaching Learning material and also for conducting many co-curricular activities like stage performances, holding student council election etc.

Daily assembly of the college is conducted in the college ground and it is the most essential part of the all round development of the student. There is an open air theatre in the college for conducting college functions. If the teacher educator is using the participatory method, this hall is sufficient for formulating 10 groups each consisting of 10 students. As the strength of the college is 100, two sections are run in two different halls. Separate rooms are provided for each methodology subject i.e., Biological Science, Physical Science, Mathematics, Social Studies, Psychology and languages. Each laboratory is equipped with a good number of Audio-Visual aids purchased and prepared by students since the inception of the college. The laboratories provide opportunity to the student trainees to work independently. One room is provided for SUPW where the articles prepared by the student trainees are preserved and exhibited.

Every year the main hall and lecture halls are used for conducting B.Ed. terminal examinations.

Apart from the regular lecturers, the main hall of the college is used for the purpose of conducting seminars, work shops, guest lectures, social service activities, (arranged by social service organizations), exhibition of Teaching Learning materials and co-curricular activities like state performances, holding student council election etc.

Besides that the college Library, Physical Education equipment and Computer Labs are made use of by B.Ed. students regularly.

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

Audio-visual material available in the college are:-

T.V., VCR, LCD, Number of audio-video cassettes on all subject.

Cassettes on phonetics of spoken English, good collection of power point presentation, CDs prepared by student teachers and tape recorders are available for language departments. Tape recorders are used by student teachers to develop listening comprehension. Students use tape recorders to teach picture composition to school students in language subjects.

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

There are subject wise departments/laboratories for all the methodology subjects i.e., Physical Science, Mathematics, Biological Science, Social Studies, English and Tamil – which are under the care of faculty members. Each department has sub committees with student representatives as members and the concerned faculty as coordinator. The requirements of the departments are identified, listed and placed before the Principal every year before the commencement of the academic year and the Principal in consultation with the management looks after the purchase of the required materials.

The Psychology Laboratory: Other than the methodology labs there is a psychology laboratory in the college. The psychology laboratory is well equipped with Psychological and Educational tests materials and the student teachers conduct different type of intelligence tests to school students. The student teachers have to prepare and submit the “Case study Record” of the child basing on the results obtained from the tests.

The college library also contains a good number of reference books, research journals, encyclopedias and dictionaries in Educational Psychology.

The SUPW Room: There is one project work by name cultural studies and SUPW project. The student teachers have to prepare one article either under Architecture, i.e., on sculpture painting, moulding or under Handicrafts like

Bead work, Bamboo work, Toy making, Preparation of domestic goods – clothing, Embroidary work etc. One room is kept for exhibition of SUPW articles prepared by the students.

Physical Education Room: All the play materials Indoor and Out door games are available in the physical education room.

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

Apart from the regular lectures, the multi purpose hall is also used for the purpose of conducting seminars, work shops, guest lectures, Teacher orientation programme, social service activities arranged by voluntary social service organizations, exhibition of Teaching Learning Material and many co curricular activities like stage performances, holding student council election etc.

All the methodology labs are also used as workshops for preparation of Teaching Learning Material.

The college gives importance to Physical Education and Sports as the college believes physical development is one of the aspects of the all round development of the child. The college conducts various games and sports to the students. Periods are allotted for Physical Education in the regular time table and students are free to play after the completion of the day's work.

The Physical Education room is equipped with items of indoor games i.e.,

Caroms, Chess, Chinese checker. The big play ground in the college campus is used for games like Shuttle, Volley ball, Tennicoit, short and long races, Badminton, throws, jumps and various fun games are conducted to students in the college campus. Students are also trained in Yoga, batch wise. Students are encouraged to take part in Inter Collegiate tournaments. Computers, Over Head Projector, Public Address System, Tape recorders are also used for various curricular and extra curricular activities.

- 5. Are the class rooms equipped for the use of latest technologies for teaching? If yes – give details. If no – indicate the institution’s future plans to modernize the classrooms.**

The class rooms have the provision to implement the new techniques of teaching like micro teaching and team teaching etc. All the rooms have electricity facility and the facilities for using advanced equipments i.e., Film strip projector, over head projector, LCD etc. The class rooms are spacious enough to carry out role plays, group discussions, debates, quiz etc.

4.6. Best Practices in Infrastructure and Learning Resources

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

The institution has been conducting a training programme in Computer Education for all 100 students since 10 years. The internet facility is extensively used by the staff and students to get information on related issues from the web sites.

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

The technological facilities available in the college are up to date. The college provides ample scope to utilize the information and communication technologies. It enables them to prepare multimedia presentations with necessary pedagogical inputs.

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

The college is located in a quite and peaceful atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and the laboratories are well equipped and are upgraded every year.

The technological facilities available in the college are up to date. The college provides ample scope to utilize the information and communication technologies. This enables them to prepare multimedia presentations with necessary pedagogical inputs. Power Point Presentation by students is the unique feature of the college.

Criterion V: Student Support and Progression

5.1. Student Progression

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

From the very first day of starting the college we administer the pre test for the content for every method. And we use individual inventory to know the areas of the interest and their needs by arranging different skillful programming.

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

The campus environment is inspiring and conducive for education.

For recreation and information there are playground, council hall, computer lab, and library on the campus.

- 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?**

Yes, drop out of a single trainee from the last five years

- 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?**

For higher education and seeking services we provide enough guidance to the students.

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

- 18 % students go for higher education
- 80% students are employed for teaching
- 2% students are housewives

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

- The student teachers passing out of the institution are always welcome with their needs and suggestions. The institutional head and the faculty are ready to guide them regarding educational and vocational needs. The students are free to send their query through email and it is seen that they receive satisfying reply.

- They have access over several power point presentations developed by the institution and other educational software. They can also avail the other electronic devices in the institution with the permission of the head of the institution.
- They can also issue books, maps and charts from the library when in need for practice teaching.
- They are invited to attend the workshops/seminars organized by the institution.

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

Yes, We are providing campus /or placement services. There are 8 institutions visited our campus and interviewed 112 students out of them 92 were placed.

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

The placement service cell faces mainly the following difficulties:

The contact information of the students keeps on changing and hence much difficulty is experienced in tracing the past students.

The institution, through its alumni council, seeks to remain updated with the contact information of past students.

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

Yes,

The principals of practice teaching school demand for the candidates either personally or on telephone. The practice teaching schools of the campus give priority to our student teachers in process of recruitment.

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

The college helps to content the trainees by using personal relationship.

5.2 Student Support

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

For the implementation of the curriculum our institute has planned academic calendar. We arrange different type of activities and tests for achieving the knowledge of teacher students. From the very beginning part of starting the college our college guided to the new arrival students about our institution and all co-curricular activities, so, that the students get ready with the mentally preparation to do all curricular and co-curricular activities for achievements. During whole year our student teachers who take part in all activities, our faculty

and head appreciate them with needful feedback. The college gives prizes, certificates and management gives 'Trophy' of the top level students in different tasks.

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

We take care for physically challenged students very sympathetically such as we make them sit on the first row so that they can see, hear and communicate with teachers

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

For the mentoring of the students we have teacher taught scheme. Academic guidance and counseling cell of the institution is also helpful.

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

Occasionally special meetings are conducted and the faculty members are guided by the secretary and the principal to enhance the effectiveness of the faculty in teaching and monitoring of students.

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

Yes, the institution has its website named www.servite-bed.org comprehensive information about the institution and its functioning and the documents of the land are given

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

Yes, Extra classes are arranged for low achievers.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and

b) Slow Learners are providing...

- The advanced learners are rewarded on the college annual and the slow learners are given special coaching

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

a) Academic Guidance and Counseling:

Institutional head and the teacher educators take deep interest in providing guidance and counseling to students.

b) Personal Counseling:

The college has set up a separate counseling center where students are provided guidance and counseling by the experts from outside. It is included in the responsibility of counselors to the various problems of the students and try to work out solution. Apart from this, needy students are adopted by teacher educators and are counseled personally so that students can overcome the hurdles and perform better. The institution maintains such an atmosphere where

students feel always free to approach any of the faculties to present her problem.

c) Career Counseling:

Through the counseling Cell, the students are provided with information regarding different institutions where they can join for higher studies. Information such as the validity of the institution, fee structure, eligibility criteria, location of the institution, other vocational courses etc. are provided to the students for advancement in their career.

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 of our college works as effective internal grievances redressal machinery for the trainees and the staff. The cell provides tri party settlement services, that is exclusive members of staff, principal and management. The grievance in our college relating in admission procedure, transfer, hostel accommodation, leave work, study problems, adjustments, results, payment of fees assignments and welfare amenities etc. are solved through this cell. The system is comprehensive and flexible and has proved effective in promoting harmonious relationship between students and staff, employees and management.

Status of students / staff grievances for the period 2010 to 2015

S.No.	Type of Grievance	Grievance out standing as on	Grievance received during the period	No. of cases disposed off	No. of cases pending on
1.	Bus Stop	Nil	16 th July 2013	1	Nil

Ours is a small institutional unit, so on necessity has been felt for setting up of formal machinery for redressal of the grievances of students or staff.

The academic guidance and counseling centre and student council are helpful to this cell.

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

The progress of the candidates at different stages of programmes is monitored and advised through individual guidance programme. Teacher- taught scheme academic guidance cell and feedback follow up programmes of each activity of the institution.

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

We arrange ten days school visits to develop observation skills of the trainees.

Before beginning the practice teaching, our college organize micro teaching lessons as a preparation, guidance programme and practice teaching workshops are organized constant feedback and follow – up support.

5.3. Student Activities

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

- I. List the current office bearers
- II. Give the year of the last election
- III. List Alumni Association activities of last two years.
- IV. Give details of the top ten alumni occupying prominent position.
- V. Give details on the contribution of alumni to the growth and development of the institution.

The Alumni Association of Servite college of Education was founded by; Sr. Cordilia Mary in the year 2006. The activities undertaken by Alumni Association are as follows:

- Felicitating the students obtaining higher achievement in education.
- Organizing get together and cultural functions.
- To be helpful to various committees of the college.
- Felicitating the students obtaining higher position in their career.
- To offer their services in educational and co-curricular programmes of the college.
- At present the Alumni association is in an initial stage, but it will extend its activities in future.

See Annexure

Top Eight Alumni occupying prominent position

S.No.	Name of Alumni	Designation	Name of the Institution
1.	Mrs. Jancy	PG Assistant	Little Flower Girls' Hr. Sec. School, Manaparai
2.	Mrs. Mary Manohari	Asst. Professor in Tamil	Servite Arts and Science College for Women, Idaiyapatti
3.	Miss. Selva Prabha	P.T.Assistant	Sirumalar Hr. Sec. School, Madurai
4.	Miss. Jenifer	P.T.Assistant	Amala Hr. Sec. School, Musiri
5.	Miss.T.Gloria	P.T.Assistant	Government School, Manaparai
6.	Mrs. Alwin Mary	Asst. Professor in Physics	St. Joseph's College, Trichy
7.	Miss. Jency	Asst. Professor in Physics	Holy Cross College, Trichy
8.	Miss. Amala Maragadham	Head Mistress	St. Joseph's Hr. Sec. School, Dindigul

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

Our institution encourages students to participate in extra curricular activities including sports and games as under.

Every year our students take part in cultural activities and have got good achievements also. Such as-

1. In 2013-2014 our students participated in the District and University Cultural Competitions.
2. Every year the students participated in the alienation competitions conducted by Aringar Anna and awarded with prizes

Games :

Every year our institute celebrates sport day. Our students participate in different types of games such as Volly Ball, Badminton, Tennis, running race etc. and got good scores in it. We take care and appreciate them for participation and good performance. The institute offers prizes and shields.

- 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.**

See Annexure

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

Yes, the institution has a student council for self governance and leadership training. To conduct various activities there are 8 committees in the council.

- Governing Body
- Academic Council

- Finance Committee
- Planning & Evaluation
- Internal Quality Assurance Cell
- Students Council
- Grievance Cell
- Admission Committee

The functions of students Council are -

- To help in organization and management of the institute. Their participation is in decision making.
- To be helpful in the solution of the problems and redressed.
- To motivate classmates for their involvement in various activities. To help in learning activities.

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

Institution has made provision for student representation in:

- Students' Council
- Alumni Association
- Women's Development Cell
- Grievance Redressal Cell
- Students' Magazine committee
- Prayer Assembly committee
- Cultural Activities committee

- Extension Activities committee
- Sports committee
- Tours/visits committee

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

- Yes

5.4 Best Practices in Student Support and Progression

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

The progress of the candidates at different stages of programmes is monitored and advised through individual guidance programme. Teacher – taught scheme academic guidance cell and feedback follow up programmes of each activity of the students.

Criterion VI : Governance and Leadership

6.1. Institutional Vision and Leadership

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

The Purpose 'Vision, mission and values of this institution are as under.

Our vision

The integral formation of committed, skilled and empowered women teachers who would transform the society by moulding the students with good values and excellent learners.

Our Mission

Servite College of Education strives to achieve excellence through hard work and genuine discipline to realize our core values which are love, compassion, respect for God's creation, moral integrity, women empowerment and perfect professional skills.

Our Values

Developing national integration and international understanding Developing Discipline, Dedication, innovation, morality and love. To implant in the mind the awareness and importance of environment

Aims and Objectives

1. The specific objectives are to enable the trainees to acquire knowledge and techniques of teaching skills related to effective communication to learn methods of teaching and to prepare teaching aids.
2. To make it possible for the women teacher trainees to have great and noble vision and help them to realize their visions into realities and to blossom into dedicated and committed teachers who can be agents of social transformation.
3. To inculcate in them spiritual and moral values which in turn will be transmitted to their students.
4. To empower the women society, to uplift them and make them self reliant.

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

Yes.

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

The managing committee of management and governing body of the institution, visit the institution and look after the up keeps of the institution and encourage

the staff by incentives. It becomes clear through the monitoring feedback mechanism chart.

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

The management and the head of the institution distribute the task and assign the responsibility to the staff with their appointment and in the beginning of the every year.

The responsibilities are clearly and precisely defined by the head of the institution.

Work load is equally distributed by the head of the institution.

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

Feedback obtained through Self-Appraisal form, teacher's Performance Appraisal by Students, Physical verifications and meetings at various levels-the principal and faculty, faculty and students, principal and the students- records of all is maintained and made available for review as and when required.

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

For achieving vision / mission and goals the college provides effective leadership. The management encourages the staff by providing feedback constantly and continuously.

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

The management encourages the staff by providing feedback in the functions and motivates them for improving the quality.

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

The college is affiliated to T.N.T.E. University, due to which it follows the curriculum of T.N.T.E. University. The management and the college make an effort to equip the students with the latest technology to grasp the curriculum in the best possible manner. In order to bring out the inherent abilities of the students, they are provided ample opportunities through the curricular and co-curricular activities.

The principal is taking the decisions with the consultation of the Secretary. Secretary and principal make efforts for the selection of qualitative staff; availing technological and other facilities; maintenance of the availed facilities and mobilizing the same for optimum use; monitoring progress of the staff and monitoring performance of the students seeking gradual improvement.

6.2. Organizational Arrangements

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

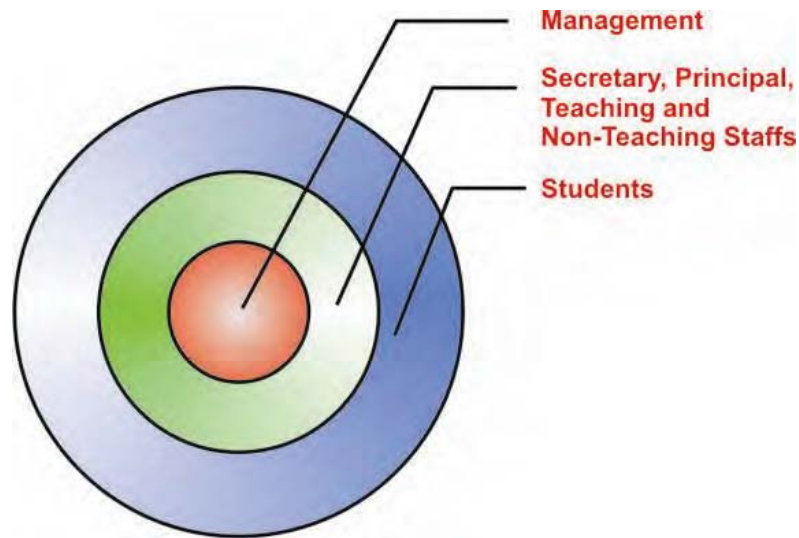
We have constituted the following committee.

- (1) Administrative And Monitoring Committee
- (2) IQAC
- (3) Academic Guidance And Counseling Cell.
- (4) Grievance Redressal Cell.
- (5) Carrier Information And Placement Cell.
- (6) Library Advisory Committee
- (7) Literacy Association,
- (8) Sports & Tour Association
- (9) Cultural Association
- (10) Student Council Comprising

The Following Committees

- a) Prayer Committee
- b) Cultural Committee
- c) Social Activity Committee
- d) Creative Activity Committee
- e) Sports & Tour Committee
- f) Library Committee

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



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

It include faculty in its administration specially on admission and conducting internal examination

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

To improve the quality of educational provisions of the institution, attempt is made to obtain feedback from the heads of practicing schools and from the academic peers. The college tries to incorporate the suggestions of the school authorities for the planning during the year and for the improvement in the quality of education.

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

Yes,

The institution uses various data and information from the feedback in decision making and performance improvement.

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

The following are the institutions initiatives in promoting co-operation, sharing of knowledge, innovations and improvement of the faculty.

- Team work
- Staff meeting
- Faculty exchange programme
- Enrichment of the library
- Motivation and encouragement by the head and management.
- Attending seminars / orientation and refresher programmes by the faculties.

6.3. Strategy Development and Deployment

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

- No

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

Not Applicable

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

The needed resources are sought and obtained from the management.

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

In the beginning of the year we prepare academic calendar following the T.N.T.E. University academic calendar. Thus we prepare our annual academic plan concerning the school teachers, faculties and administrators.

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

The curricular objectives have been printed along with the curriculum courses. The institutional objectives have been published in the institution prospectus. The goals and objectives of the institutions have been highlighted on display boards.

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

The vision, mission and implementation plan are monitored, evaluated throughout the year and revised every year.

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

According to demand and trend our institution plan and deploy the new technology include in curricular.

6.4. Human Resource Management

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

We identify the faculty development needs and career progression of the staff by academic diary, self – appraisal report and staff profile.

At the end of academic year we try to get above data from faculty and we identify the progress of the staff.

The institution will find out the data of the staff and will try to identify that how many orientation workshops, national & international conferences, orientations and refreshers courses have been attended by them.

- 2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

The institution uses self - appraisal reports of the teacher feedback of students and peers to improve research, teaching and services.

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

For the welfare of the staff well being satisfaction and motivation, our institution has provisions of endowment funds.

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

Yes, our institution has conducted staff development programme for skill up-gradation for teaching and non- teaching staff.

Our institution has conducted two orientation programme for the personality &

teaching skill development of the staff and task orientation of the non-teaching staff.

- 5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

The procedure of the recruitment of the staff is followed by the T.N.T.E. University, Chennai. The post for the staff are advertised with the all details in the leading newspapers and the staff has been selected by the management.

The recruitment of staff is as per the rules and the regulation of state government, T.N.T.E. University, N.C.T.E. norms and U.G.C. guide lines.

Salary according U.G.C. and N.C.T.E. norms.

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

Not Applicable

- 7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and**

active involvement in local, state national and international professional associations).

Our management is positive towards staff development programmes. The management and head of the institution motivate and encourage the staff to improve their qualification and take part in seminar, workshop and conferences.

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

The sitting arrangement of the faculties and instructional space are well maintained and inspiring to carry out their work effectively.

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

We have grievance Redressal cell for faculty and other stake holders to seek information and make complains, suggestions box and visitor's book is maintained, parents feedback is also sought.

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

The work load policy and practices for demand of sustain and development

professional and administrative activities including teaching, assessment, working with schools etc. are planned in the beginning with seating together, so that workload can be distributed equally according to the staff ability.

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

Yes, our management motivates staff members to further studies our 2 member of faculty got Ph.D. degree and 5 members of faculty have got the M.Phil degree.

6.5. Financial Management and Resource Mobilization

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

No, ours is a self financed institution that is why there is no provision from government.

The sources of income is only tuition fees.

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

Not Applicable

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

Yes, our operate budget is enough to fulfill adequate routine requirement. If the budget is deficit the financial support of management is sought.

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

The budgetary resources to fulfill the missions and offer quality programme

See Annexure

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

Yes,

See Annexure

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

Yes. Tally 9 is installed

6.6 Best practices in Governance and Leadership

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

Our faculty members and trainees participate in various activities and programme conducted by government of Tamil Nadu and other colleges.

Every year our trainees participated in 'Adult literacy Programme' during the block teaching & Internship.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

The Institution has established IQAC in the year 2010.

Major Activities of IQAC:

- To examine the practices followed by the units of the Institution.
- To promote, design, develop and monitor quality assurance activities of the college.
- To get an overview of the quality practices of an Institutions.
- To promote quality consciousness and contributions of all units and functionaries of the Institution.

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

The achievements of goals and objectives by the Institution are as under.

The evaluation scheme of our Institution has constant and comprehensive.

T.N.T.E. University provides the following evaluation scheme.

We plan activities to develop and test the skills of the trainees. We have three dimensional programme of evaluating a trainees' performance , that is self

evaluation, cross evaluation and teacher evaluation. We plan various tests such as weekly unit tests, terminal tests, Preliminary tests, post- preliminary test for the assessment of the students' knowledge, skill and attitude. We have our schedules of practical work and co-curricular activities to test their skills and performance. To be able to guide the student teacher in proper way, we administer pre-tests, post- tests, aptitude tests and use individual inventory, every activity is followed by the feedback of peers and teachers and implementation of this feedback is reflected in further planning and performance.

The student teachers are well informed and guided at the beginning of the first term regarding objectives of the curricular, course of study, evaluation scheme and format of question paper.

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

The institution maintains the quality of its academic programmes by establishing.

- Team Work
- IQAC
- Preparing Academic Calendar
- Weekly Planning
- Work Distribution
- Leadership training
- Task energy & time management
- Constant and comprehensive evaluation
- Feedback & remedial programmes

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

- By preparing financial records are audited.
- Adopting managerial principle in the administration.
- Getting feedback from the students, staff, management & guest visitors.

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

The institution ensures the access to the various information on organization performance to various stakeholders through institution's prospects. Annual magazine, publishing news in leading news paper and through self appraisal reports of institution. The institution identify and share good practices with various constituents of institution in the meeting of staff council in staff meetings, in prayer assembly and during individual counseling. Remarkable activities are reflecting in various news papers.

7.2 Inclusive Practices

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

The institution ensures that the teachers are updated on the policy directions and educational needs of the schools by observations and comprehensive evaluation of the enrichment, at the end of the year by the teachers. Our institution motivates and encourage the staff to improve their qualification and they take part in seminar, workshop, refresher and orientation etc.

The institute distribute the task and assign the responsibilities to the teacher with their appointment and in the beginning of the every year.

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 Servite College of Education for Women is only for women.

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 various activities envisioned in the curriculum to create learning environments. Every year our trainees take part in social activities which is held by Government or NGOs. The programme arranged under taken by Government & NGOs. Such as adult literacy and different social activities as per allotted by school or village.

At the time of practice lesson our trainees have performed different programmes such as street play cultural & Social activities at the village.

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

By providing them training of the use of various multi sensory teaching methods and use of appropriate teaching aids. For this we have guidance period in the time table. Regular feedback after every practice teaching session also helps

them for the same. Along with this to give the vast exposure to the students so that all round personality can be developed through various activities like news reading, speech, action song, role play, act dramas, song-singing, performing in assembly etc.

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

Nil.

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)?

This is a college of women so that there is no need of it.

7.3 Stakeholder Relationships

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

The institution ensures the access to the various information on organization performance to various stakeholder through institution's prospectus. Annual magazine, publishing news in leading newspaper and through self appraisal reports of institution. The institution identify and share good practices with various constituents of institution in the meetings of student council in staff meetings, in prayer assembly and during individual Counselling.

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?

We try to get feedback from the staff and stack holders students of the schools and principals of the schools for bringing qualitative improvement.

As above

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

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Mapping of Academic Activities of the Institution

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		
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																																			█

Declaration by the Head of the Institution

I certify 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 therefore has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.


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(SR. POORANA SHEELA)
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