

NAAC–SELF STUDY REPORT



SUBMITTED TO

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)
BENGALURU**

2017

SCAD College of Education,

No.107, SCAD Nagar, Kalakad Road,

Cheranmahadevi – 627414

Contact No: 8012551450

Website: scadbed.ac.in

CONTENTS

SELF APPRAISAL REPORT		Page No
Certificate of Compliance		1
Declaration		2
PART I: INSTITUTIONAL DATA		
A. Profile of the Institutions		6
B. Criterion wise Inputs		10
PART II: THE EVALUATION REPORT		
1	Executive Summary	43
1.1	Criterion-I: Curricular Aspects	55
1.2	Criterion-II: Teaching, Learning and Evaluation	76
1.3	Criterion-III: Research, Consultancy and Extension	104
1.4	Criterion-IV: Infrastructure and Learning Resources	125
1.5	Criterion-V: Student Support and Progression	145
1.6	Criterion-VI: Governance and Leadership	170
1.7	Criterion-VII: Innovation and Best Practices	207
PART III: MAPPING & SCENARIO OF THE TEACHER EDUCATION		
1.	Mapping of Academic Activities	226
2.	Scenario of the Teacher Education in Tamilnadu	229
APPENDICES		
A. Time Table		
B. Syllabus		
C. Academic Calendar		
D. Master Plan of the Institute		
E. Sample of the Student Feedback on Curriculum & Faculty		
F. Audit Reports and Income Expenditure Statement		
G. Recognition of NCTE		
H. University Results		
I. Sample of Feedback on Practice Teaching		
J. A copy of latest affiliation orders of TNTEU		
K. Abbreviations		



SCAD COLLEGE OF EDUCATION

(Accredited with 'B' Grade by NAAC and ISO Certified Institution)

SCAD Nagar, Cheranmahadevi.
Tirunelveli - 627 414, Tamil Nadu.
Ph : (04634) 261200 Fax : 260316
College Code : 12811

E-mail : scadcoe@gmail.com Web site : www.scadbed.ac.in



ISO 9001 : 2008 Reg No. 650408

Approved by the Government of Tamil Nadu and NCTE, Bangalore and Affiliated to
Tamil Nadu Teachers Education University, Chennai.

Certificate of Compliance (Affiliated/Constituent/autonomous and Recognized Institutions)

This is to certify that SCAD College of Education fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body[such as UGC,NCTE,AICTE,MCI,DCI, BCI, etc.] and
3. The affiliation and recognition[if applicable] is valid as on date

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or recognition by the Regulatory Council, as the case may be.

In case the understanding submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Place: Cheranmahadevi

Date : 05-06-2017



Ahila
Principal/Head of the Institution

With seal
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414



SCAD COLLEGE OF EDUCATION

(Accredited with 'B' Grade by NAAC and ISO Certified Institution)

SCAD Nagar, Cheranmahadevi,
Tirunelveli - 627 414, Tamil Nadu.
Ph : (04634) 261200 Fax : 260316
College Code : 12811

E-mail : scadcoe@gmail.com Web site : www.scadbed.ac.in



JAS-ANZ



ISO 9001 : 2008 Reg No. 650408

Approved by the Government of Tamil Nadu and NCTE, Bangalore and Affiliated to
Tamil Nadu Teachers Education University, Chennai.

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report(SSR) is true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

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

Place: Cheranmahadevi

Date: 05-06-2017

Ahila V.
Principal/Head of the Institution

With seal
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414



PREFACE

It gives me immense pleasure to submit the Self Study Report (SSR) of our college to the National Assessment & Accreditation Council (NAAC), Bangalore for Accreditation (Cycle II) in compliance of our LOI requirements for further quality sustenance, enhancement and improvement of the college. This report has been prepared with the guidelines of NAAC. The report is a reflection of the academic and administrative functions and activities happening during the past five years in the College focusing on curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, governance, leadership and management, innovations and best practices of SCAD College of Education. It is an endeavor which encourages us to examine our strengths, assess our weaknesses, accumulate the opportunities offered in Teacher Education and prepare for the challenges that are at the forefront. This exercise has provided us an opportunity to review and analyse the institutional progress and further strengthened us in our quest for Quality in the times to come. A committee comprising of Principal and sixteen faculty members has been constituted to complete the report. The committee has prepared the report through group discussions with its members and regular interactions with the IQAC, Management and the entire campus community. The report has been finalized with utmost sincerity, honesty and collective effort of the faculty members which is now being submitted to the NAAC for assessment and accreditation. So this report is the outcome of the collective efforts of the entire campus community. I deeply appreciate the wide involvement and sincere, collaborative effort of the entire team. Hope we shall have the pleasure of hearing soon from you on your decision on Peer Team Visit for Inspection.

Dr.V.Ahila Ruby Shantha Kumari

(Principal)

SCAD College of Education

ACKNOWLEDGEMENT

This Self Study Report has been prepared with the guidelines of NAAC. The report is reflection of the academic, students support services and administrative functions and activities happening during the past 5 years in the College focusing on the seven criteria i.e curricular Aspects, Teaching-Learning and evaluation, Research, Consultancy and extension, Infrastructure and Learning Resources, Students support and progression, Governance, Leadership and management, innovations and Best Practices. It is an endeavour which encourages us to examine our strength assess our weaknesses, accumulate the opportunities offered in Teacher Education and prepare the challenges that are at the forefront. A committee comprising of sixteen faculty members has been constituted to complete the report under my coordinators. The committee has prepared the report through group discussions with its members and regular interactions with the principal and the entire campus community. This report has been finalized with utmost sincerity, honesty and collective effort of the faculty members and regular motivations of our principal Dr. V.Ahila Ruby Santhakumari. The college NAAC steering team are also thankful to all those who diligently worked hard to obtain inputs including data and figures to prepare the SSR. I am very much happy to meet and welcome the peer team of NAAC to visit our institution. Such occasion and interaction provides enrichment to us with their comments and suggestions. I thank the management, teaching and non-teaching staff who helped me in getting the final draft. Lastly, I wish to thank all those persons who, directly or indirectly supported us to prepare this SSR. We are eagerly looking forward to welcome the peer team and hope they will applaud our efforts.

With thanks,

Mr.J.Suresh, Coordinator, NAAC Steering Committee

Part I: Institutional Data

(Preferably to be uploaded on the institutional website and submitted in a softcopy and hardcopy)

When the institution has a website it should display the following and other relevant details of information, as in a typical brochure or student handbook: its mission/vision statement, and the goals and objectives of the institution programme offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching / learning, sports, residence, research and recreation; scholarships given by the state and the institution; and the fee structure.

In addition to the information displayed in the institutional website, institutional data that highlights the facts and features which contributed to quality maintenance and enhancement during the last three years has to be submitted to the NAAC in Part I: A and B of the SSR.

A. Profile of the Institution

1. Name and address of the institution : SCAD College of Education
2. Website URL : www.scadbed.ac.in
3. For communication : SCAD Nagar, Kalakad Road,
Cheranmahadevi,
Tirunelveli – 627 414
Tamilnadu

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr.V.Ahila Ruby Shantha Kumari, Principal	04634 261200	04634 260316	scadcoe@gmail.com
Mr. J.Suresh Self - appraisal Co-ordinator	04634 261200	04634 260316	sacdbediqa@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr.V.Ahila Ruby Shantha Kumari, Principal	0462 260216	099429 78515
Mr. J.Suresh Self - appraisal Co-ordinator	-	09790974649

4. Location of the Institution:

Urban

Semi-urban

Rural

Tribal

Any other (specify and indicate)

5. Campus area in acres:

5 Acres

6. Is it a recognized minority institution?

Yes

7. Date of establishment of the institution:

Month & Year

MM	Y Y Y Y
10	2006

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

Tamilnadu Teachers Education University, Gangaiamman kovil street, Karapakkam, Chennai – 600 097
--

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

	Month and Year	
2(f)	MM	Y Y Y Y
	--	--

	Month and Year	
12B	MM	Y Y Y Y
	--	--

10. Type of Institution

a. By Funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input type="checkbox"/>
	iii. Co-education	<input type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous College	<input type="checkbox"/>
	iv. Affiliated College	<input type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input type="checkbox"/>
	vii. CTE	<input type="checkbox"/>
	Viii. Any other (specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary					
ii)	Primary/ Elementary					

iii)	Secondary / Sr. secondary					
		B.Ed	U.G /P.G	Degree	2 Years	English
iv.	Post Graduate					
v.	Other (specify)					

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B.Ed	732 / 13.05.14	permanent	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	<input type="text"/>	No	<input type="text"/>
Mission	Yes	<input type="text"/>	No	<input type="text"/>
Values	Yes	<input type="text"/>	No	<input type="text"/>
Objectives	Yes	<input type="text"/>	No	<input type="text"/>

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

YES

If yes,

a) How many programmes?	One
b) Fee charged per programme	37,500

3. Are there programmes with semester system

NO

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

Yes

No

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

Nil

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

D.El.Ed..

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (D.T.Ed (MR)

6. Are there Programmes offered in modular form

Yes

No

Number

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

Yes

No

Number

8. Are there Programmes with faculty exchange/visiting faculty

Yes No

Number

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

• Heads of practice teaching schools	Yes	<input type="text"/>	No	<input type="text"/>
• Academic peers	Yes	<input type="text"/>	No	<input type="text"/>
• Alumni	Yes	<input type="text"/>	No	<input type="text"/>
• Students	Yes	<input type="text"/>	No	<input type="text"/>
• Employers	Yes	<input type="text"/>	No	<input type="text"/>

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

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

Yes No

Number

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

Yes No

Number

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

(If more than one method is followed, kindly specify the weightages)

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year

- d) Total teaching days 200
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed.									
D.El.Ed. (MR)									
B.Ed.	07	77	84						84
M.Ed. (Full Time)									
M.Ed. (Part Time)									

B.Ed	OC	BC	MBC	DNC	SC	ST
	1	8	7	2	61	-

4. Are there any overseas students?

Yes No

If yes, how many?

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

SCAD College of Education

- a) Unit cost excluding salary component 15596
- b) Unit cost including salary component 46264

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

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

7.

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	100	50		40%

B.Ed	OC	BC	MBC	SC/ ST
	50%	45%	43%	40%

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

Yes No

9. Does the institution develop its academic calendar?

Yes No

10. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	75	20	5

11. Pre-practice teaching at the institution

a) Number of pre-practice teaching days for I st year students	0	7
b) Minimum number of pre-practice teaching lessons given by each student	0	5

12. Practice Teaching at School

a) Number of schools identified for practice teaching	2	0
b) Total number of practice teaching days	8	0
c) Minimum number of pre-practice teaching lessons given by each student	0	5

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

No. of Lessons In simulation	Number	5
No. of Lessons Pre-practice teaching	Number	5

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

Yes No

15. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	30	70

17. Examinations

a) Number of sessional tests held for each paper

0	3
---	---

b) Number of assignments for each paper

0	2
---	---

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

	Yes	No
Computers		
Intranet		
Internet		
Software / courseware (CDs)		
Audio resources		
Video resources		
Teaching Aids and other related materials		
Any other (specify and indicate)		
Microsoft Powerpoint		
Interactive Whiteboard		
Over Head Projector		

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

Yes No

Number

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

Yes No

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	2	%	20%
--------	---	---	-----

2. Does the Institution have ongoing research projects?

Yes No

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

Funding agency	Amount (₹)	Duration (years)	Collaboration, if any

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

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

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule

Providing secretarial support and other facilities

Any other specify and indicate

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

Yes

No

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

a) Ph.D.

b) M.Phil.

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

Yes

No

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

	Yes	No	Number
International journals			01
National journals – referred papers		--	1
Non referred papers			
Academic articles in reputed magazines/news papers			--
Books	--		--

Any other (specify and indicate)			
----------------------------------	--	--	--

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

Yes No

Number

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

	Faculty	Students
National seminars	10	--
International seminars	1	--
Any other academic forum	--	--

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

Self-instructional materials	<input type="checkbox"/>
Print materials	X
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input type="checkbox"/>
Question bank	<input type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time
Part-time
Additional charge

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

Yes No

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

Yes No

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

Yes No

16. Does the institution provide consultancy services?

Yes No

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

NA

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

Local level	
State level	
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

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

31233 Sq.Feet

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

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

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

Yes No

No of computers = 25

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

Rs.2,24,000/- (Spent by Trust)

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

Rs.94,076/- (Spent by Trust)

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

Rs.1,26,380/- (Spent by Trust)

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

Rs.1,50,000/- (Spent by Trust)

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

Yes No

9. Total number of posts sanctioned

Open Reserved Total

M	F	M	F	
---	---	---	---	--

Teaching	6	10			16
----------	---	----	--	--	----

Non-teaching	9	7			16
--------------	---	---	--	--	----

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	--	--	--	--
Non-teaching	--	--	--	--

11. a. Number of regular and permanent teachers (Gender –Wise)

	Open		Reserved	
	M	F	M	F
Lecturers	5	5		
Readers				
Professors				

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

	Open		Reserved	
	M	F	M	F
Lecturers	5	3		

Readers				
Professors	1			

Number of teachers from

Same state	all
Other states	--

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:11

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	8	7		
Temporary	--	--		

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	2	1		
Temporary				

14. Ratio of Teaching – non-teaching staff

8:11

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

58%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On Working Days	9 AM to 5 PM
On Holidays	10 AM to 1 PM
During Examinations	9 AM to 5 PM

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books

- Textbooks

- Reference books

b. Magazines

e. Journals subscribed

- Indian journals

- Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals	13
- CDs/ DVDs	100/14
- Databases	--
- Video Cassettes	25
- Audio Cassettes	20

20. Mention the

Total carpet area of the Library (in sq. mts.)	113Sq.Mt
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	
Partially automated	
Fully automated	

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

Circulation	
Clipping	--
Bibliographic compilation	--
Reference	
Information display and notification	
Book Bank	
Photocopying	
Computer and Printer	

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

23. Are students allowed to retain books for examinations?

Yes No

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

by students

by faculty

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled

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

3%

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

	2013 – 2014		2014 – 2015		2015 – 2016	
	I		II		III	
	Number	Total cost (in `.)	Number	Total cost (in `.)	Number	Total cost (in `.)
Text books	---	---	150	25000	-	-
Other books	---	---				
Journals/ Periodicals						
Any others specify and indicate						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
	2015 – 2016	2014 – 2015	2013- 2014
B.Ed.	Nil	Nil	Nil

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

Yes No

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

10 : 1

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

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

	UG			PG			M.Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	96	97	95						
Number of first classes	90	89	85						
Number of distinctions	42	33	27						
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	II
NET	--	--	--
SLET/SET	--	--	--
Any other (specify and indicate) TET	26	--	--

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

Financial Aid	I	II	III
i. Merit Scholarship			
ii. Merit-cum-means scholarship			
iii. Fee concession	02	02	01
iv. Loan facilities			
v. Any other specify and indicate	56		

(Additional rows may be inserted as per requirement)

Hostel fee concession 15

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

Yes No

9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="text"/>	No	<input type="text"/>
Non-teaching staff	Yes	<input type="text"/>	No	<input type="text"/>

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

Yes No

If yes, number of students residing in hostels

Men	<input type="text" value="--"/>
Women	<input type="text" value="06"/>

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

Sports fields	Yes	<input type="text"/>	No	<input type="text"/>
Indoor sports facilities	Yes	<input type="text"/>	No	<input type="text"/>
Gymnasium	Yes	<input type="text"/>	No	<input type="text"/>

12. Availability of rest rooms for Women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate			0			03
Inter-university						
National						
Any other (specify and indicate)			03			

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	1	
Regional	4	--
National		
International		

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

2007

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	9	12	17
Employment (Total)	71	68	67
Teaching	65	60	60
Non teaching	6	8	7

23. Is there a placement cell in the institution?

Yes No

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

2015-16	2014-15	2013-14
-	27	15

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

Academic guidance and Counseling	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Personal Counseling	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	2
Staff council	6
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
1. Management Committee	- 2
2. Evaluation Committee	- 2
3. ISO Co-ordination Committee	- 4

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

Loan facility	Yes	<input type="text"/>	No	<input type="text"/>
Medical assistance	Yes	<input type="text"/>	No	<input type="text"/>
Insurance	Yes	<input type="text"/>	No	<input type="text"/>
Other (specify and indicate)	Yes	<input type="text"/>	No	<input type="text"/>
CPF	Yes	<input type="text"/>	No	<input type="text"/>

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

3	3	3
---	---	---

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

4	
---	--

a. Furnish the following details for the past three years

TNTEU	MSU
03	01

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

National	4	3	3
International			

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

2	1	2
---	---	---

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

4	3	2
---	---	---

e. Research development programmes attended by the faculty

2	2	2
---	---	---

f. Invited/endowment lectures at the institution

8	6	4
---	---	---

Any other area (Visit of the foreigners for teaching English/Psychology

--	--	--

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

a. Self-appraisal	Yes	<input type="text"/>	No	<input type="text"/>
b. Student assessment of faculty performance	Yes	<input type="text"/>	No	<input type="text"/>

NAAC - Self Study Report

c. Expert assessment of faculty performance	Yes	<input type="text"/>	No	<input type="text"/>
d. Combination of one or more of the above	Yes	<input type="text"/>	No	<input type="text"/>
e. Any other (specify and indicate) Management	Yes	<input type="text"/>	No	<input type="text"/>

7. Are the faculty assigned additional administrative work?

Yes No

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

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

Grant-in-aid	<input type="text" value="No"/>
Fees	<input type="text"/>
Donation	<input type="text" value="No"/>
Self-funded courses	<input type="text"/>
Any other (specify and indicate)	<input type="text" value="No"/>

9. Expenditure statement (for last two years)

	Year 1 (2015-16)	Year 2 (2014-15)
Total sanctioned Budget	47,90,551	42,63,276
% spent on the salary of faculty	40%	50%
% spent on the salary of non-teaching employees	25%	34%

% spent on books and journals	1%	1%
% spent on developmental activities (expansion of building)	19%	1%
% spent on telephone, electricity and water	4%	3%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3%	2%
% spent on maintenance of equipment, teaching aids, contingency etc.	2%	2%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1%	1%
% spent on travel	0.2%	0.3%
Any other (specify and indicate) Red Ribbon club	4.98%	5.7%
Total expenditure incurred	5584392	3004869

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

Surplus in `.	Deficit in `.
--	12.98 LAKHS
17.82 LAKHS	--
--	18.58 LAKHS

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/Assessment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate) Teaching learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a. for teachers
- b. for students
- c. for non - teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

3. What is the percentage of the following student categories in the institution(2015-16)?

	Category	Men	%	Women	%
a	SC	05		53	
b	ST	--		--	
c	OBC	02		24	
d	Physically challenged	--		01	
e	General Category	--		01	
f	Rural	07		73	
g	Urban	--		05	
h	Any other (specify)	--		--	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	02		--	
b	ST	--		--	
c	OBC	14		14	
d	Women	10		06	
e	Physically challenged	--		--	
f	General Category	--		--	
g	Any other (specify)	--		--	

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

Category	At Admission		On completion of the course	
	2014 – 15	2013 – 14		
	Batch I	Batch II	Batch I	Batch II
SC	51	43	51	43
ST	--	--	--	--
OBC	46	55	46	55
Physically challenged	--	1	--	1
General Category	03	02	03	02
Rural	92	03	92	03
Urban	08	97	08	97
Any other (specify)	--	--	--	--

EXECUTIVE SUMMARY

Introduction

SCAD (Social Change and Development) located in Tirunelveli district of Tamil Nadu, is a registered charitable organisation found in 1985 initially helping gypsies and leprosy patients. Today the organisation boasts of educational institutions that provide vocational education to rural youth and they serve over 500 villages in Tirunelveli and Tuticorin districts of Tamil Nadu. Their rural development model has a holistic approach, aiming to 'reach out the unreached' and help them stand on their own. 'Empowerment' is what they believe in and not just charity. From gypsies, leprosy patients, the destitute and aged, differently abled, snake charmers, farmers, youth, children to women, SCAD has reached out to all. Their community projects involve helping women from self-help groups so that they gain confidence to avail micro-credit, educating villagers so that they understand issues affecting them, provide them with health facilities through mobile units, reach out to farmers through technology demonstrations to help increase farm productivity and encourage animal husbandry for extra income.

The Trust is financially sound enough to sustain infrastructure and provide modern facilities to meet its stated vision with eminent financial support from SCAD Education Trust. Dr.S. Cletus Babu, the founder and chairman of Social Change and Development, is keen to help those in need from an young age. Dr. Cletus Babu is awarded with the Best Social Entrepreneur for the year 2007 by the Prime Minister of India. Honorable Chief Minister of Tamilnadu **Dr. J. Jayalalitha** awarded to **Dr. S. Cletus Babu, FounderChairman of Social Change and Development (SCAD) Tirunelveli** for **“The Best Institution Award of Exemplary Service”** during the 69th Independence Day Celebration at Chennai on 15.08.2015. Our chairman obtained the Education and Social Work award from the CAPITAL FOUNDATION Delhi.

SCAD has established Engineering colleges, Polytechnique colleges, Industrial Training Institutes, Teacher Training Institutes, World School, Maticulation Schools, CBSE School and SCAD College of Education (SCE) at SCAD nagar, 107A, Kalakad Road, cheranmahadevi, Tirunelveli, a Teacher Education Department for imparting quality education to meet the genuine need of the people of rural areas. SCAD College of Education has shown an upward trend in qualitative performance. SCAD College of Education is located in mesmerizingly beautiful sight and pollution free environment, 21 km. far away from the City, Tirunelveli. SCAD

College of Education is a self-financed institute with campus area of Five acres of land. It has 2600 sq. meters built up area. The campus is well developed and elegant. Its learning environment is secured enough to attract female learners increasingly. Tamilnadu Teachers Education University (affiliating body) along with State Govt. and the NCTE (recognizing body) are the state/statutory regulating bodies. The university controls academic part: admissions (as per state rules), curriculum, examinations and appointments and NCTE regulates infrastructure. SCAD College of Education is fully equipped with infrastructure that exceeds what the NCTE requires. The relationship with the practice teaching schools is based on the principle of mutuality, complementing each other's roles and honour sensitivities and needs. It goes beyond the sphere of operation of internship .SCAD College addresses needs of the society, the students, the school sector, and nourishes values. It undertakes community and nation centric activities and educative programmes-literacy drive, AIDS Awareness Programmes, Blood Donation Camps, Tree plantation drive through outreach programmes, cultural programs etc. and thus extends helping hand to meet the educational needs of the poor. The SCAD family works as a team and perceives/visualizes problems in advance and provides preventive/reformative solutions to them. Hindrances in achieving the goals are addressed immediately and corrective actions taken.

We strive to build up committed ,creative, imaginative and innovative teachers and our efforts are to provide this leadership in a highly professional manner. We feel that the secret of success is to be ready for that opportunity when it comes. As the old Chinese saying goes-it is better to light one candle than curse the darkness! With the vision to achieve excellence in Teacher education, empowerment through knowledge, inclusive growth for socio-economic change, sustainable development and preparing students for facing global requirements, the college attempts to nurture their competence and creativity through innovations in teaching, learning, research and extension activities, including the adoption and promotion of knowledge output for human development, women's education, optimum use of infrastructural facilities available participating of all the stakeholders in the development of the college, creation of awareness of human rights value system, cultural heritage, scientific temper and environment. IQAC (Internal Quality Assurance Cell) was formed on 2009. The IQAC of the college has developed several quality assurance mechanisms within the existing academic and administrative system. It envisions Total Quality Management, for quality sustenance and improvement in

academic and administrative activities of the institution. It supports the organization of workshops, awareness program, extension lectures, curricular teaching-learning and evaluation, planning / implementation of advanced learning researches, ICT management and suggestions for empowerment of staff, leadership and governance patterns in strategic planning. It collects, maintains and analyses documents directly / through the college office. Policies / plans regarding quality assurance are communicated in meetings of the different sub-committees, Teacher's Council, students' Council and alumni, and to the governing council, state govt. through different reports. It analyses the feedback received from all stakeholders and informs all concerned about its outcome for correction and amelioration. The criteria based analysis is given as follows.

CRITERION I: CURRICULAR ASPECTS

The SCAD College of Education plans, actions and strategy of implementation are in tune with its duly stated purpose, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum. The exposure of faculty in recent advances through participation in and organization of National/ International conferences, seminars and workshops and feedback from students, alumnae and academic experts give the right impetus and direction for necessary change. Faculty Development Programmes on ICT based teaching-learning provide further scope for dynamism. Feedback on curriculum obtained from students, academic peers, parents and stakeholders have facilitated innovative initiatives and ensured continuous growth. Coaching classes are arranged for TET, TRB examinations and Government examinations to orient the students towards career placements. Exposure to Special Schools through school visits, invited talks by experts in Education, interface with successful personalities are arranged. Many eminent resource persons in various disciplines from across the world have visited the institution. The students are provided spoken English practice with the help of the experts in India, France, Belgium, UK, USA and Cyprus. The provision of Internships and training gives exposure to the students and enhances their employability .

CRITERION II: TEACHING, LEARNING AND EVALUATION

Admission to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the affiliating university, regulatory/governing agencies including state and central governments. The institution ensures equity and wide access by following the stated policy and is well represented by students from different geographical area and socioeconomic, cultural and educational backgrounds. The entry of the Freshers is made comfortable with the organization of orientation programme. The college has adequate in-built mechanisms which are continually updated to achieve the goals of academic excellence. The college plans and organizes teaching, learning and evaluation schedules by strictly following the University Academic Calendar. The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges. The practice teaching is a joint venture of the College staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of student teachers. Use of new technologies is quite good in teaching –learning. Unit tests are conducted to assess the academic needs of the students. Slow learners and advanced learners are identified through such analysis. Remedial classes are arranged to help the slow learners to adapt to the rigorous teaching learning process and to make credible academic progress. Specialized classes are organized for enhancing the competence and performance of advanced learners. ICT based teaching learning is one of the best practices for the summative examinations to be conducted by the university. Student mentoring and guidance services are provided for the students at the academic, personal and psycho-social levels. The college maintains a learner-centric atmosphere to achieve the desired learning outcomes. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and make learning a process of construction of knowledge. ICT based facilities are used extensively for dissemination of knowledge and evaluation. Interactive instructional techniques like focused group discussions, projects, internships, brain storming sessions, experiments, Power Point Presentations and other applications of ICT resources enrich the teaching learning experience and engage students in higher order thinking and investigation. Creating question banks, regular evaluation and assessment of questions and generation of material/content for summative exams are some of the best practices of the college. International and National seminars/ conferences/ workshops, invited talks, and discussions are an integral part of our

learning process. Teacher Quality is assured by recharging the faculty members in their own discipline and on general professional competence through training programmes and Faculty Development Programmes both inside and outside the college. Faculty takes initiative to learn and keep abreast of the latest developments, to innovate continuously, seek improvement in their work and strive for individual and institutional excellence. The strong feed-back mechanism for faculty involving self-appraisal, feedback from students, stakeholders and Head of the institution help faculty members to enhance their professional competency.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

The SCAD College of Education has promoted and undertaken Research and Extension. It provides maximum possible opportunities for professional development and engages its teachers in research, encourages them to present/publish it in academic forums. The teachers are actively engaged in training and developing instructional and other teaching-learning materials. The faculty members of the College are engaged in individual project work and student guidance. The College organizes state level and national level seminars/ workshops/ invited lectures for imbining research culture among staff and students. The College sanctions duty/academic leave and provide financial assistance in the form of TA and registration charges to the faculty members for participating and presenting research papers in conferences, seminars and workshops. The college has a wide range of Extension and outreach programmes (Educational, General and Specific) with special focus on the underprivileged sections of the society. Citizenship Training camp committee provides innumerable opportunities to students to reach out to society and contribute their mite in ameliorating the lot of people who are oppressed, powerless and disadvantaged. Workshops, seminars, talks, poster exhibitions, awareness rallies are regularly held by the SCAD college of Education with the SCAD project staff for mass sensitization on issues such as gender inclusion and environment. Invigorating programmes like Elimination of Violence against women, Street Plays on prevailing problems of the society which are organized from time to time have a visible element in terms of generating knowledge, developing sensitivities towards community issues, social inequity etc. and in inculcating sterling qualities like selfless service and sense of responsibility towards society. To make the campus eco-friendly rain water harvesting and tree plantation programmes are conducted. The college

reaches community and conducts many extension programs and encourages its faculty to provide consultancy services

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Infrastructure facilities are the key for effective and efficient conduct of the educational programmes. The Institution has 15 well-furnished class rooms, ICT enabled Smart Rooms, and Well furnished seminar hall, A/C Conference room, Specialized and well equipped labs like Science lab/Curriculum lab, Art and craft lab, Language Lab and Computer lab are extensively used for effective teaching-learning . There are separate classrooms for all optional Subjects. There are classrooms with LCD projectors. College has a seminar hall of 200 seating capacity which is well-equipped with LCD projector, sound system. Well-furnished staff rooms with personal lockers is available for teaching staff. The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. The access of internet is provided to all optional students, administrative office, and library. This has improved the network and communication across the campus as it has given reliable and fast connectivity. Well-equipped Computer Lab, Class rooms, LCD and OHPs are available to facilitate computer-aided teaching and enrich the teaching learning experience. Augmenting infrastructural facilities has been a regular practice for sustaining and promoting academic excellence. Keeping in view the role and impact of technological advancements on higher education, the college has upgraded technology to give a new direction to teaching learning experience at SCAD college of Education. The library of the College has a good stock of text books with multiple volumes and reference books. It provides a part of space for reading facility both to students and staff. Computers with internet connection are available in the library. It provides open-access system to both staff and students.

The computerized well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision-making are in order. Library access is open for all on every normal working day and on holidays except few government holidays. There is a playground in the College. Many sports materials are available. Sports room both for boys and girls with indoor playing facilities is available. In case of medical

emergencies, the students and staff are taken to the nearby hospital which is 1 kilometer away from the College. Van is available to be used for medical emergencies. Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. The campus environment, practice of mentoring and monitoring progress of the students support and enhance the effectiveness of the faculty and students

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The diverse programmes in academics and co-academics as well as sports, cultural and scientific activities are well synchronized and reinforced with an effective support system to produce enlightened and self-reliant youth as visualized in the vision and mission of the college. The college has the requisite provisions which facilitate progression of students from one level of education to the next higher level or towards gainful employment. The Students' Council representing the voice of student community acts as a link between the Principal and students. The Student Council gives leadership to student involvement in the campus. Various Committees have student representatives. Teacher-student Mentor-ward system aims at the all round development of the students. Mentor-ward system with 10 students under each mentor aims to ensure their professional, physical, personal and psychosocial wellbeing. Grievance Redressal Cell effectively functions in the campus. The college promotes inclusive practices for social justice and better stakeholder relationships. The SC/ST and economically needy students are provided equal opportunities. Efforts are made to uplift them by organizing remedial classes. Special coaching classes for TET/TRB Exams are organized. The college atmosphere is enriched with curricular and co-curricular activities. Events at the college level and optional level are designed to supplement quality teaching and personality development of students. Encouraging students' participation in curricular and co-curricular activities facilitates developing various skills and competencies and foster holistic development. The management and faculty members encourage students to participate in state and international curricular and co-curricular programmes. The individual talent is tapped, nurtured and channelized through various events which keep the campus alive and vibrant with numerous activities. The Placement Cell is doing a commendable job to strengthen the support services with regard to placements by organizing campus recruitment fairs and interviews. The college has a galaxy of alumnae who have done the

institution proud over the past and they continue to wield an indelible impact in the contemporary scenario. The college has a Alumnae Association, which has a dynamic relationship with the alumnae.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

The college has a visionary and transformative leadership which has steered the college to its present status. Rooted firmly in the belief that education is the pathway to the empowerment of youth, the enlightened Management provides clear vision and mission of the institution which is in tune with the teacher education policies of the nation and facilitates in building the organizational culture. Regular meetings of Managing Committee, IQAC and Staff Council offer a platform to present and discuss the perspective plans of the college and help in effective implementation of institutional policies. The Principal works closely with administrative team comprising Coordinator IQAC, Heads/Members of Various Committees, Student Council to offer effective leadership by setting values and participative decisionmaking process in co-ordinating the academic and administrative planning and implementation. Dissemination of information for smooth and effective functioning is facilitated through the existing mechanism of office automation. The supportive management provides a host of welfare schemes for faculty and Staff such as offering cash award and certificate for the staff producing centum result and the students are given concession in hostel fees. Further, the students are given award for their better performance in the university examination and 100% attendance. The management ensures professional development of the employees by sanctioning study leave for research and providing training to faculty and staff by experts in various fields. Sustainance of the organizational culture is done through constant rejuvenation programmes. The Management adopts a strategy of careful faculty recruitment. Professional competence of the staff is updated regularly. Mechanisms for regular performance appraisal of staff have been evolved to ensure academic excellence. The college has an established mechanism for mobilizing resources and ensuring transparency in the financial management of the institution. A Campus Accountant has been appointed to monitor efficient and effective use of finances. The income and expenditure of the institution are subjected to regular internal and external audit. In compliance with NAAC regulations, Internal Quality Assurance Cell (IQAC) has been formed as a quality sustainance measure in 2009 and actively functioning in the college since 2012. Regular meetings of IQAC

and staff council help in effective planning and implementation of institutional policies. Annual review and progress assessment is done by IQAC. The institution adopts quality management strategies in all academic and administrative aspects. Quality Assurance is managed by IQAC. Participatory work culture and transparency are norms of governance. Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

The SCAD College of Education maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. The SCAD College of Education is sensitively changing educational, social and social demands and is geared to promote an ambience of creativity, innovation and improving quality. Value-based education, social justice, social responsibilities and good citizenry top the agenda of the college. SCAD College of Education serves whole heartedly to put it best and aspire to serve with the same spirit in achieving the motto of Institution-“To ignite the minds through quality education”.

STRENGTHS-WEAKNESSES OPPORTUNITIES-CHALLENGES (SWOC) ANALYSIS OF THE COLLEGE

The following are the Key findings from the SWOC analysis on Strengths, Weaknesses, Opportunities and Challenges.

STRENGTHS

- Thrust on quality value-based education through healthy practices like Morning assembly.

- World class exposure and faculty enrichment through upgraded activities like International and National Seminars, Workshops and Conferences.
- Qualified and competent faculty.
- Participatory decision making process.
- ICT enabled interactive and participatory delivery practices to suit the needs of the heterogeneous groups of students in the campus with an impressive range of learning resources ranging from the well stocked library to well equipped labs.
- Research culture and academic ambience on the campus by the visits of eminent and acclaimed academicians during National Conferences/workshops/seminars.
- Numerous facilities and financial aid available to meritorious, deserving students.
- Unlimited extension opportunities to infuse students with an ardent sense of responsible citizenship for nation building. Environment Friendly initiatives, Awareness Rallies, Skill-oriented Programmes, to empower the marginalized and underprivileged.
- Women empowerment of women of lesser privileged sections of society with skill-development programmes.
- Counseling sessions are organized for their general well-being
- Elaborate feedback mechanism to gauge stakeholder perceptions of all segments.
- Strong Mentor-ward system and student support system taking care of all students for growth and development.
- Focus on personality development of each student through development of positive attitude, leadership qualities and self-awareness.
- Vibrant atmosphere conducive to all round development of students.
- Environment friendly campus, initiatives to maintain pollution-free, ecofriendly Clean and Green Campus.

- All-round and unstinted institutional support from the visionary management for career planning.
- Good number of text books with multiple volumes and reference books in the library of the college.

Above all, the inspiring leadership of the Principal with her sincere dedication has added immensely to the strength of the college.

WEAKNESSES

- As an affiliated college, SCAD College has no autonomy in academic reforms.
- Controlled Procedures to be followed at to affiliation with University.
- Communication skill of students needs to be improved as most of the students have weaker communicational background.

OPPORTUNITIES:

- Borderless knowledge scenario in the wake of liberalization and use of ICT to reach out to the global pool of knowledge.
- The visit of the foreigners to our college is blessing to the staff and the students
- The college has substantial potentiality for enhancing/expanding its educational operations by bringing about innovative changes in teaching-learning-evaluation, library and laboratory resources with the support of its qualified teachers.
- The college has opportunities for establishing additional linkages with other institutions/organizations of the state to enhance the quality of its outreach programmes.

CHALLENGES

- Changing Social and economical scenario leading to unpredictable future.
- Limitation and constraint in government financial support.

- To motivate the faculty and staff for changing and progressive paradigms in Teacher Education
- New mushrooming of colleges stopping and restricting the choices of the students to move out of their region and towards Cheranmahadevi for education. Declining numbers of admission is the big threat to face.
- Coping with rapid changes in technology and the Institutional requirements to improve the employability of the students are the biggest challenges for an Institution affiliated to a University.

FUTURE PLANS

- More E-learning content.
- To give boost to action research.
- Research initiatives to be taken up with research institutes of international and national repute.
- Special care is to be provided to bright students to get more University positions.
- To start Integrated B.Ed Programme
- To start M.Ed Programme
- To get autonomy to our College

CONCLUSION

To conclude ,despite the limitations and constraints ,the college has taken all possible steps to provide quality education to the aspiring rural youth with clear focus on empowerment and enrichment of the student teachers for their upward mobility, economic welfare and quality of life, the college strives hard to contribute to its mite to social transformation.

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

Objectives of the Institution

- ❖ To provide an academically challenging environment
- ❖ To cultivate lifelong love of learning
- ❖ To foster intellectual curiosity, professional competency and moral responsibility
- ❖ To impart moral values and responsibilities in day to day routine life
- ❖ To provide opportunities to build confidence, communication and soft skills and to interact and exchange various views on education.
- ❖ To emphasize on multi-dimensional activities: mental as well as physical to all round personality
- ❖ To reach the unreached, the disadvantaged, differently abled and the rural community
- ❖ To create a zeal for an eco-friendly world
- ❖ To prepare balanced and service oriented citizens to adapt to a fluid society
- ❖ To strengthen the values of humanity, national integration and understanding
- ❖ To produce outstanding teachers positively contributing in a globally competitive world
- ❖ To develop into an exemplary institution of excellence for the greater glory of the God

Our Strategies

- Admission is open to all qualified students without any discrimination.
- College Assembly (Prayer, Scripture reading, Thirukural, Thought for the day, Daily News, Proverbs, National Anthem.)
- Emphasis on total development- cognitive, affective and Psychomotor
- Excellent infrastructure and counselling facilities.

- Use of modern technology in the classroom.
- Equipping students with ICT skills.
- Focus on Spoken English classes.
- Positive influence of student teachers on students on Intensive practice-teaching schools.
- Swearing in for abiding by the professional code of ethics for teachers.
- Provision of Extension Lectures to develop social responsibility.
- Training in Citizenship values and leadership qualities.
- Involvement in relief activities in case of natural calamities.
- Regular picnic cum educational Tour and Field trip
- Exposure to SCAD villages.

Core Values

- ✓ Developing the spirit of international brotherhood and a sense of patriotism
- ✓ Emphasizing on Women's empowerment
- ✓ Promoting the culture of questioning, analyzing and learning.
- ✓ Empowering the students and staff with creative mind and professional skills so as to excel as a group in future.

Major Considerations

- ❖ **Quality and Excellence:** Every effort is taken to confirm the presence of qualitative development among the teacher trainees in the world of competition and changing trends. They are motivated to exhibit the best of their knowledge and talent in whatever programme or training they attend to. Along with quantity, the quality is checked in terms of attitude, value system, behaviour and uniqueness of a person.
- ❖ **Equity:** The dalits, first generation learners and rural poor candidates are specially considered through special admission policy and other financial assistance (scholarships). Special academic programmes are conducted to elevate the level of academically backward students at par with normal.
- ❖ **Integral Development:** Personality development is part and parcel of the teacher development. The person is helped through cultural competitions, seminars, special talks

on life orientations and spiritual journey (God experience), courses on Time management, guidance and counselling and life skills to become aware of himself and the society in which he lives so that better management of self and the neighbours becomes possible, leading to harmonious and total self-development.

- ❖ **Social Concern:** Everyone has social responsibility as part of his social existence. The teacher trainees are to be formed to have an open mind and committed life towards the construction of a just society. These are achieved by exposing the teacher trainees to the reality of the rural society and by making them provide educational service to the socially disadvantaged and by conducting social projects.
- ❖ **Eco-consciousness:** Protection of the environment is the need of the hour. This is cultivated in the younger minds. Accordingly, eco-consciousness programmes are organized based on environmental issues. And environmental protection steps are practiced in the campus by maintaining an ever-green and eco-friendly campus.

The clearly stated vision, mission and objectives are communicated through prospectus and academic calendar to the stakeholders.

Our Vision

To enable the students to develop into outstanding teachers and to shape the destiny of future citizens of India

Our Mission

The mission of SCAD College of Education is to serve in the preparation of proficient, socially responsible, caring educators who could serve excellently to the society and also prepare researchers who could find and face the problems for advancements.

Motto

To ignite the minds through quality education

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

The institution strictly adheres to the curriculum and syllabus prescribed by the Tamilnadu Teachers Education University. Hence the flexibility in curriculum design is limited.

Having well understood the academic needs of the student teachers and the emerging trends in the educational scenario, the institution in due consultation with the academic experts of the professional community has decided to offer the following eight subjects up to 2014-2015.

1. Tamil Education
2. English Education
3. Mathematics Education
4. Physical Science Education
5. Bioscience Education
6. History Education
7. Commerce and Accountancy Education
8. Computer Science Education

With regard to the elective subjects students are allowed to choose one out of four of the following subjects.

1. Environmental Education
2. Computer Education
3. Physical and Health Education
4. Guidance and Counselling

From 2015-2016 onwards The B.Ed. programme is for two years

Ist Year syllabus

Perspectives in Education

1. Psychology of Learners and Learning
2. Education in Contemporary India
3. Education and Socialisation
4. Essentials of Teaching and Learning

Curriculum and Pedagogic Studies

5. Pedagogy of Tamil : Part – I
Pedagogy of English: Part – I

Pedagogy of Mathematics : Part- I

Pedagogy of Computer Science : Part- I

Pedagogy of Physical Science : Part- I

Pedagogy of Biological Science : Part- I

Pedagogy of History : Part – I

Pedagogy of Commerce and Accountancy : Part- I

6. Assessment of Learning

Optional Course

7. Yoga, Health and Physical Education

8. Environmental Education

9. Information and Communication Technology in Education

School Internship (4 Weeks)

Allotment of schools for School Internship for student- teachers are subject to prior approval from the concerned District educational authorities. The Principals of the Colleges of Education have to submit the School Internship Schedule to the Tamilnadu Teachers Education University.

IInd Year syllabus

PERSPECTIVES IN EDUCATION

1. Knowledge and Curriculum
2. Creating an Inclusive School
3. Gender, School and Society

CURRICULUM AND PEDAGOGIC STUDIES

4. Pedagogy of Tamil : Part –II
Pedagogy of English : Part –II
Pedagogy of Mathematics : Part -II
Pedagogy of Computer Science : Part –II
Pedagogy of Physical Science : Part –II
Pedagogy of Biological Science : Part –II
Pedagogy of History : Part –II
Pedagogy of Commerce and Accountancy : Part –II

School internship (16 weeks to 2nd year)

Allotment of Schools for School Internship for student- teachers are subject to prior approval from the concerned District Educational Authorities. The Principals of the Colleges of Education have to submit the School Internship Schedule to the Tamilnadu Teachers Education University.

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

Global trends such as eco-friendliness, necessity of social interaction, need of inclusive education, need of integration of Techno-based pedagogy, significance of soft skills and ICT skills, need for awareness of human rights and legal rights, skills for global leadership etc., are reflected in the curriculum as core and elective papers.

Information on the above global trends is obtained from various resources like books, e-resources and experts who visit our institution.

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

An organic garden is also being maintained by our students. Techniques of irrigation, water management, seeding, use of organic manure, compost-pit-maintenance, waste management, landscaping, preparation of Bio – Chare, Bio Digested Unit, AZOLA unit, Vermi compost, EM protection and maintenance of kitchen-garden are imparted to the students.

The institution also has a permanent Agriculturist Mr. I.Jeyakumar M.Sc (Micro Biology), B.Ed., who assists the staff-in - charge of Eco – Club activities.

Value Education

To inculcate values on spirituality and humanness the institution conducts value education classes once in a week. The activities which are carried out for four days during the activity period are also consolidated and analyzed. Further plans are discussed for the ensuing weeks. The college of education, having been committed to the growth of the individual student as well as the nation, considers value based education and professional competency of equal importance.

The college, therefore, aims at imparting value education to its youth in diverse ways so as to root out selfishness from them and to prepare them as “Fear of God is the beginning of Wisdom”. Our daily routine begins and ends with the thought of God. The daily assembly includes the readings of scriptures of different religions, a reflection on the passage read, a universal prayer and a hymn, daily news from the newspapers and finally a thought for the day followed by a brief exhortation by the Principal on basic values. One also finds captions and quotations on the notice boards highlighting different values every week. Thus, we strive to inculcate right values in the hearts of our youth who would be the pillars of our nation one day.

The college wants its students to reach to the unreached. This aspect is being emphasized daily in our campus so as to train the students to be service minded, and to be sensitive to the needs and feelings of others. Therefore, our students display the right spirit by actively participating in various social service programmes both inside and outside the campus.

One prominent terminology that is very often heard in our institution is “Work Ethics”. The Principal insists on this particular value time and again so that students and staff can acquire the culture of hard and consistent work. A sense of responsibility, honesty, humility, self – control, patience and fearlessness, humanity, justice, charity, discipline and similar human values are repeatedly drilled into the minds of the students who are encouraged to put them into practice. The college has a team of exemplary staff who encourage the students to follow the path of basic human values at all levels.

ICT Skills

The institution is furnished with a well equipped computer lab provided with 25 systems along with internet facility. The students are provided with training on the usage of computers. Students use the lab to prepare power point presentation with the help of a computer instructor. The teachers use it for preparing soft copies of subject contents for their classes. The students are allowed to utilize the internet for study purpose.

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

Our institution has arranged ICT facilities like computer lab, hardware, software, internet connectivity, free access audio visual and other media and materials are available to our student and these facilities find optimum use.

Our students make lesson plans, power point presentation /seminar, presentations demonstrating their computer skills.

Our college has trained all the staff members in techno based teaching skills, smart board training skills, communicative skills and they organized oriental in work shops for the student's batch wise.

Our staff members make use of DVD, CDs slides and OHP for curricular transactional processes. E-learning and M-learning is also the part of the same.

Our students make use of technology for practice teaching, like developing lesson plans, i.e. computer assisted learning, in class room transactional process and while preparation of teaching aids as well as for the evaluation also.

1.2 Academic Flexibility

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

The students are given theoretical input on teaching methods, skills, communication and evaluation. Later, they are given training in writing episodes for micro teaching, lesson plans for macro teaching, observations for demo and peer teaching and criticism for peer teaching.

Feedbacks are received from students, mentors, alumni and headmasters and suitable changes are made then. While the students are in their intensive teaching practice, the teacher educators regularly visit the practice schools and observe the classes and give them valuable suggestions.

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

Campus

- Workshops on personality development, psychology experiments, practical counselling, teaching religion, micro teaching techniques, ALM and ABL, time management, project proposal writing, gender sensitization.
- Extension lectures on human rights, consumer rights, Anti-tobacco awareness, legal rights, club activities and media analysis.

- Special seminars on Educational System in UK, Inclusive Education, communicative English by the experts from England, Belgium and Irish.
- Special training on Micro teaching skills, Spoken English skills and Life skills programme.
- Celebrations of important days like Teachers' Day, Women's Day, Consumers' Day, Human Rights Day, National Education Day, Founders day, Christmas Day, Pongal Day, College Day, Independence and Republic Day.
- Co-curricular Activities like Intra-mural sports and games and cultural competitions.

Field

Trainees undergo periodical visits to Special School for Hearing Impaired, Visually Challenged, Mentally Challenged and Community Camp in interior villages, activities in “**Anbu Illam**”(umbrella institution), a special school located adjacent to the institution. It is intended for the orthopedically handicapped and mentally retarded children. Hundred children are benefited by the school. Thus they get an opportunity to learn about the teaching resources, the teaching methodology and creating a conducive learning environment. The student teachers are given a brief understanding of symptoms of diseases such as autism, dyslexia, etc., and the ways to identify them and the need for an early intervention also.

Since our B.Ed programme provides experiential learning to the students, besides our formal classes, we provide a lot of scope for extension activities connected with the subjects. These activities provide rich experience to the students because it is interdisciplinary in nature connecting value education, environmental education, life skills, human rights education, guidance & counselling and spoken english skills.

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

Communication Skills

Our college conducts Bridge Course in English, Speaking Skills Language Laboratory, and Composition Writing Skills.

A three day “Communication skills Development” class is conducted soon after the bridge course, using the resource persons. In addition to that, “Spoken English” classes are conducted. Students who make an entry with a vernacular background are benefited immensely through these classes.

ICT Skills

The institution is furnished with a well equipped computer lab provided with 25 systems along with internet facility. The students are provided with training on the usage of computers. Students use the lab to prepare power point presentation with the help of a computer instructor. The teachers use it for preparing soft copies of subject contents for their classes. The students are allowed to utilize the internet for study purpose.

Community Orientation Programmes

Hundred students of the institution are involves itself in a particular activity such as special education, adult education, environmental education, value education and work experience.

Special Education

As there are very few schools in the state for special children, access to them is not fully possible depriving them of learning opportunities. Hence, the Government has encouraged the concept of integrated schools through the inclusion of special children into normal schools.

As SCAD has “Anbu Illam” an institution for the physically challenged and mentally retarded, the students of our institution get an opportunity to receive training in handling these children. So that our students become full fledged teachers when they would be able to handle the special children in the integrated schools. The total number of student teachers (84) are divided into five groups and one group visits this institution for the special children on rotation basis daily. Their interaction with the faculty provides them a platform to gain perfect knowledge and understanding of these specially gifted children, and receive training in imparting education to them. Thus “Anbu Illam” proves to be an effective learning ground for our student teachers.

Adult Education

The sprawling campus of SCAD includes eight umbrella institutions in it. The campus remains eco-friendly, green and clean owing to the painstaking effort of the laborers who constantly engage themselves in cleaning (maintenance) activities. Some of our students provide basic literacy to them (i.e. arithmetic, health and hygiene, reading and writing in vernacular).

Life Skills

Following are the life skills provided to the student teachers by the experienced faculty members of the umbrella institutions located in the premises.

1. Stress Management
2. Transactional Analysis
3. Communication Skills Development
4. Self Awareness and Self Motivation
5. Positive – thinking
6. Emotional Intelligence
7. Time Management
8. Empowerment

Social Responsibility

With the students union our students have been allotted different responsibilities in organizing various events and activities such as cultural programme , community /social /literary competitions, seminars/workshops etc. Self government is also one of the ventures to promote democratic skills.

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

- i. Interdisciplinary/Multidisciplinary***
- ii. Multi-skill development***
- iii. Inclusive education***
- iv. Practice teaching***
- v. School experience / internship***
- vi. Work experience /SUPW***

vii. Any other (specify and give details)

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

The institution has the following aspects in the curriculum:

i. Interdisciplinary/Multidisciplinary

Theory classes and practical work form the major parts in the B.Ed. curriculum. Theory consists of three sections, viz. core papers, optional papers and elective papers. Three core papers, two optional subjects including the major subject and an elective paper are offered.

All the core papers are multidisciplinary in nature. All optional papers are based on philosophy, sociology, psychology, technology and they are based on their own discipline. So the optional papers are multidisciplinary in nature. Further, all the electives are interdisciplinary in nature.

ii. Multi-Skill Development

Physical Education

Four classes a week on Yoga, Health and Physical Education are conducted. The student teachers are trained to organize minor games. This would enable them to conduct games effectively in their respective schools. Student teachers are expected to write lesson plans during their internship. They are also trained to handle physical education classes during internship. Yoga classes are also conducted.

SUPW(Socially Useful Productive Work)

Besides the training that is being given by the Arts & Crafts instructor of the institution. Mrs. Kamini Priya, the Arts & Crafts instructor of SCAD College of Education gives special training to students teachers on SUPW.

Guidance and Counselling

The institution has a permanent Counsellor (Dr.Sudha) who visits the college twice a week to offer her services. Students and staff discuss their problems with her and also take instruction to guide children in future. She also trains the staff and students in offering counselling.

Safety Disaster Management

The fire safety department demonstrates techniques on prevention of accidents and tackling them.

iii. Inclusive Education

A unit on special children in Educational Psychology, Guidance and Counselling are included in B.Ed. school visits to special schools viz., School for the hearing impaired, visually challenged and mentally challenged are included in the curriculum.

iv. Practice Teaching

Pre-practice teaching with peer groups, demonstration teaching by subject teachers, microteaching and teaching competency assessment with the help of guide teachers, Head Master and teacher educators are offered to the students.

v. School Experience / Internship

Our trainees go for Observation and Teaching for 20 weeks in school. In First year student teachers are observed mentor teacher in school for 4 weeks. There they have to complete the school-based activities like project on identifying and analyzing diverse needs of the learners, Continue Comprehensive Evaluation, They get training for conducting individual case study. In second year student teachers were teaching competency assessment in school for 16 weeks. Undergo all the experiences in their respective schools like teaching, diagnostic test and achievement test, conducting of assembly. They are trained by Physical Education teachers to conduct games and sports during the physical education classes.

vi. Work Experience /SUPW

Work Experience

The men students in a group pay a visit to the ITI and polytechnic (umbrella institutions close to the college) to gain rudimentary knowledge in technical skills on various trades (Fitter, Motor Mechanics, Electricals, and Civil). The women students are trained in tailoring, toy making, and basket making works.

SUPW

Students are taught to prepare instructional aids on various subjects and produce things like phenol, rose milk, agar bathi, scent, jewel making, toys, hand bag, mats, and ink. Trainees are

taught to prepare teaching models from waste materials. Trainees also learn to make table weight, Christmas stars and bouquets.

vii. Any Other

a) Using ICT facilities

The College trains the students to prepare power point slides and also our students were using Interactive White Board (IWB) in ICT lab twice in a week.

b) Communicative English

Special units on spoken English have been added. Practice in listening and reading is given to the students. The digital Language laboratory is utilized properly for the development of the students.

1.3 Feedback on Curriculum

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

The institution receives formal and informal feedback from the alumni, students, parents, management and heads of schools where the students go for practice teaching. The feedback are analyzed and the areas of improvement are identified by the Principal and the members of the faculty, then suggestions on curriculum development are being submitted to the Tamil Nadu Teachers Education University, Chennai.

The suggestions on changes to be brought in the curriculum are represented by him at the Academic Council meetings of the Parent University. Based on decisions taken by the university, the college brings about the necessary changes.

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

The outcome of discussion is feedback by relevant committees and the principal and

suitable measures are adopted. Three dimensional feedbacks from students are collected, about curriculum, management and staff.

Each questionnaire contains 20 questions, each 5 question come under a heading. The feedback is evaluated by the principal for the rectification of defects in the curriculum, management and staff.

The evaluated feedback is presented as suggestions to the university, management and staff. Some feedbacks are taken for documentation and they are included in the NAAC report.

1.3.3 What are the contribution of the institution to curriculum development?

(Member of BOS/sending timely suggestions feedback /etc.)

Though the college follows the curriculum prescribed by TNTEU Chennai, it plays a constructive role in curriculum designing and planning indirectly.

The Internal Quality Assurance Cell (IQAC) and Management Committee also look onto the performance of the staff, students and management through an annual evaluation and proposed by the government and the authorities of the respective practicing schools are well taken into consideration and implemented.

1.4 Curriculum Update:

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

Though the right to design and modify the curriculum rests with university, the institution ensures that the emerging trends of education, innovative technologies such as ICT find a place while the curriculum is transacted. As the need for communication skills for successful imparting of education has become inevitable, due importance is given for Spoken English classes through proper utilization of the language laboratory and other resources.

Having quality education as its bench mark along with the commitment for excellence a healthy campus environment, modern amenities, latest infrastructure and well qualified faculty that provides quality education, the college takes giant strides towards progress year after year.

1.4.2 What are the strategies adopted by the institution of curriculum revision and update (need assessment, students input, feedback from practice school etc.)

Strategies for curriculum revision and update are formative, summative and comprehensive continuous evaluation. Both summative and formative evaluation is planned and includes self peer evaluation, tutorials, assignments, paper presentation & power point presentations, microteaching, simulated teaching analysis, pedagogical analysis, internal tests and university annual examinations.

Emphasis is also placed on co-scholastic areas, self enhancement, self management, continuous guidance, remedial help and enrichment. The evaluation scheme is varied and adapted to the unit of curriculum activity.

Through all evaluation or staff evaluation, the Principal follows a reflective analysis through personal communication or group discussion.

1.5 Best Practices in Curricular Aspects

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

I Title of the Practice:

Training imparted to handle special children of the integrated schools.

II Context:

As there are very few schools in the state for special children, access to them is not fully possible. Therefore they are deprived of learning opportunities. Hence, the government has encouraged the concept of integrated schools through the inclusion of special children into normal schools.

As SCAD has “Anbu Illam” an institution for the physically challenged and mentally retarded, the students of our institution get an opportunity to receive training in handling these children, so that, when our students become full fledged teachers they would be able to handle the special children in the integrated schools. The total numbers of student teachers (84) are divided into five groups and one group visits this institution for the special children on rotation basis daily. Their interaction with the faculty provides them a platform to gain perfect knowledge and understanding of these specially gifted children, and receive training in imparting education to them. Thus “Anbu Illam” proves to be an effective learning ground for our student teachers.

III Objectives of the Practice

- ✓ To acquaint and identify themselves with the disabled children to impart effective learning.
- ✓ To develop a positive attitude among the student teachers towards children with disabilities.
- ✓ To enable the student teacher to accept and integrate the differently abled children in mainstream school.

IV The Practice:

The students are given a brief introduction about special children through a value education class. They are given a brief outline of the differently abled children, their challenges and learning needs. Then they are given an understanding of how in comparison to the differently abled children they are blessed. Finally, they are told about the need to accept the students and identify themselves with them.

Once the class being over, the student teachers are taken to “**Anbu Illam**”(Umbrella institution), Special school located adjacent to the institution. It is intended for the orthopedically - handicapped and mentally retarded children. Hundred children are benefited by the school. The school is recognized by the state government of Tamil Nadu and children between 5 – 13 years are admitted in 1st – 11th standards. Apart from education, therapies like physiotherapy, electrotherapy and occupational therapy are available. Various experts such as speech therapist, psychologist, ortho technician, physio therapist, special Educator cater to the different needs of

the special children. To make our student-teachers familiarize with the concept of integrated education at the very beginning they are made to mingle with the differently abled children and get to know them and once an acquaintance is developed, the student teachers observe the trainers and the various specialists and then get a hands on training. They deal the problems in their presence. Then they begin to train the students in co-ordination with the trainers. Thus they get an opportunity to learn about the teaching resources, the teaching methodology, and creating a conducive learning environment. The student-teachers are given a brief understanding of symptoms of diseases such as autism, dyslexia, etc., and the ways to identify them and the need for an early intervention also.

- ❖ Our teachers maintain a profile of the children whom they are handling.
- ❖ The student-teachers learn about the architectural barriers of the orthopedically challenged and the ways to remove them.
- ❖ The student-teachers learn of allocation of funds/scholarships by the government to disabled children. They also learn about various learning materials, provision of facilities by the government to the disabled children.
- ❖ The students acquaint themselves with learning materials like Braille text books, audio tapes, text books in large prints etc.,
- ❖ The students also come to know the uses, preparation and handling of various orthotic devices such as gaiter, ankle foot orthosis, kakoknee ankle foot orthosis(caliper), crutches, couck UP splint, LS belt, artificial limb, wheel chair, standing flame, all splint, walker, hand stick, special sheet, CP(Cerebral palsy) chair.

This experience paves the way for the student-teachers to accept and accommodate the differently abled children in an effective way in the integrated schools in future.

V Obstacles

The students are unable to commit themselves whole heartedly owing to the burden of assignments, project, teaching aid preparation, etc. In order to lessen this burden, we plan the submission of assignments in a phased manner, so that they may be able to spend their time whole heartedly with the disabled children.

Sometimes student teachers need patients and compassion to handle the differently abled children. On such occasions, our professional counselor comes to them help.

VI Impact

- ❖ The student-teachers learn to acquaint and identify themselves with disabled children. This has enabled them to impart effective learning.
- ❖ The student-teachers have developed a positive attitude towards the children with disabilities.
- ❖ They are enabled to accept and integrate the differently abled children in mainstream schools.
- ❖ The student-teachers have learnt to use the teaching aids of the special children in an effective manner.
- ❖ The student teachers have had the exposure to different methodologies in handling the differently abled children.

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

- ❖ Participatory planning in curricular activities
- ❖ Reflective teaching practice
- ❖ ICT integrated Curriculum
- ❖ Inviting guest lectures to deliver lectures on thrust areas
- ❖ Arranging educational field trips
- ❖ Motivating the students to participate in co curricular and extra curricular activities.
- ❖ Organizing sports meet in the campus
- ❖ Conducting placement training program every year
- ❖ Arranging for campus interview
- ❖ Arranging of Yoga and meditation programmes
- ❖ Conducting Environmental Awareness program
- ❖ First Aid and AIDS Awareness program, Personality Development Camp are some of the best, curricular practices

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

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

Evaluative Observations/Suggestions Made in the First Assessment

Observation

- **More systematic feedback required**
- **Theory and practical need to be balanced.**
- **Faulty needs to have representation on the university bodies.**
- **Modification of curriculum on NCTE – curriculum framework 2009 needs to be carried out training programs organized.**
- **Special B.Ed for challenged Children should be started.**

Action taken:

- ✓ The institution receives formal and informal feedback from the alumni, students, parents, management and heads of schools where the students go for practice teaching. The feedback are analyzed and the areas of improvement are identified by the Principal and the members of the faculty, then suggestions on curriculum development are being submitted to the Tamil Nadu Teachers Education University, Chennai.
- ✓ Theory and practical are balanced based on the university norms.
- ✓ The principal is the member of the Adhoc Academic Committee for the B.Ed distance learning programme of M.S. University, Tirunelveli. The principal is the member of Academic Council of the St. Ignatius College of Education, Palayamkottai.
- ✓ According to the NCTE norms 2014, the curriculum is modified by Tamilnadu Teachers Education University recently. The college is adopting the curriculum.
- ✓ Since there is a school for the mentally Challenged students in our SCAD group, our management has started the special teacher training for mentally retarded students. Our B.Ed students are visiting the special school Anbu Illam.

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

- Integration of ICT in teaching-learning Process
- Establishing SMART classroom
- Introduction of new optional course computer science
- Preparation of Digital Lesson Plan
- Website analysis
- Empowering teacher trainees with communicative skills
- Effective feedback mechanisms by alumni and stakeholders
- Initiating critical thinking on global trends
- Infusing values through the curricular programmes
- Developmental of techno-pedagogical skills
- Equipping the teacher trainees with teaching skills
- Interacting with the experts from abroad - England, France, Germany, Belgium etc.,

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

The institution has a transparent admission process and ensures that the defined admission criteria are equitably applied to all applicants irrespective of caste, creed, region and religion.

There is an admission committee in our college. It consists of Principal as President, one senior professor as vice President, another one senior professor as Coordinator and other teaching staff as members. In the process of admission, preference is given to rural poor, first generation learners and Dalit students and those who wish to work for the rural poor. The composition of the admission committee is as follows:

Table: 2.1
Composition of the Admission Committee

S.NO.	NAME OF THE MEMBER	CATEGORY	STATUS
1.	Dr.V.Ahila Ruby Santhakumari	Principal	President
2.	Dr.D.Caroline	Asst. Professor	Vice President
3.	Mrs.J.R.Janitha Rani	Asst. Professor	Coordinator
4.	Mr.R.Sam Jebadurai	Asst. Professor	Member
5.	Mrs.Jenifer Wills	Asst. Professor	Member
6.	Mr.J.Suresh	Asst. Professor	Member
7.	Mr.E.Kannan	Asst. Professor	Member
8.	Mrs. P.Jeba Thangam	Asst. Professor	Member
9.	Mrs. S.Kalyani	Asst. Professor	Member

Earlier to the process of admission, advertisement regarding the admission process is given through website and college notice board. Application along with prospectus is made available in the college office in the month of April.

The scrutinization of the application begins, after the arrival of due notices from the government through the university. The candidates are selected for admission on the basis of

the norms prescribed by the Tamil Nadu Teachers Education University. Following is the minimum percentage of marks for the qualifying examination considered for admission.

- SC/ST - 40%
- MBC - 43%
- BC - 45%
- OC - 50%

In case of physically or visually challenged candidates, a minimum pass in degree is enough, and the rest of the seats are filled through general merit. Moreover the candidate seeking admission is tested for his/her teaching aptitude through an interview with the principal.

As the motto of SCAD is to “Reach the unreached” more than 75% of the students are first generation learners. 75% to 80% of students are women. 60% of the students hail from rural areas. Though it is a Christian institution, more than 80% of the students are Hindus and Muslims.

The following table shows the details of admission for the past five years

Table: 2.2
Admission Status

Academic year	B.Ed.					Total
	OC	BC	MBC	DNC	SC/ST	
2011-12	06	48	06	15	25	100
2012-13	09	45	08	-	15	89
2013-14	02	44	11	-	43	100
2014-15	03	32	08	-	57	100
2015-16	01	19	07	02	56	85

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

The details about the programme are advertised in news papers and radios. The courses available in our institution are promptly displayed in college notice board and application for the course is provided with prospectus. The institution provides clear information to students and parents about the vision and mission, history, admission

procedure including qualification requirements and the facilities available and course duration in the prospectus and academic calendar.

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

The institution is affiliated to Tamilnadu Teachers Education University, Chennai. As per the university norms, our institution takes admission decisions through an admission committee. The admissions are verified and approved by Tamilnadu Teachers Education University

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

The institution is following a special strategy with regard to the admission of diverse student community. The institution gives special preference to economically poor students, first generation learners, physically challenged, dalits and minorities. Scholarships and fee concessions are provided by the institution for economically weak students.

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

Yes. The institution conducts pre-test on English language to ascertain the language proficiency of admitted student teachers. Further, the institution conducts Teaching Aptitude Test for the students. Special training is given to the weak students. Before the commencement of the teaching programme, Bridge course on communication, soft skills, introduction of technical terms, handwriting course and personality development are given.

Table: 2.3
Details of Personality Development Programs

Academic Year	Personality Development Programme	Soft Skills	Time Management	Communication Skills	Hand Writing Course	Classroom Management	Spoken English Training
2015-16	3	1	1	1	1	1	3
2014-15	3	1	1	1	1	1	3
2013-14	2	-	1	1	1	-	2
2012-13	2	1	1	1	1	-	1
2011-12	2	1	1	1	1	1	1

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an overall

Environment conducive to learning and development of the students?

Environment plays a vital role in the growth and development of a person. When the ambience is properly created, the students are motivated towards better achievement. Hence all the efforts are taken to maintain conducive atmosphere for better teaching-learning process in the campus.

The very atmosphere of the college is eco-friendly with its greeneries, giving a pleasant atmosphere for learning. The orderly arrangement of the vegetation in the courtyard is a sign for the students to train a disciplined-mind.

The wall hangings on the corridors speak with the young minds and pierce their hearts towards the visionary mission of the college to root them on them values as role- model teachers. The compact- building helps the new students to keep them under the comfortable eye level of the principal and the staff.

On the very first day, a detailed orientation programme is given on the B.Ed. course, introducing the staff and the learning process starts with the questionnaire on the expectations of the students from the B.Ed. course. Bridge –Course / Intensive English Coaching, being the first to introduce on the teaching practice feels the intellectual and communicative level of the students and introduce the various skills of oral communication, being the first step for self expression for a teacher.

Academically, there is a well established course design and meaningful instructional system with proper time schedule in vogue. A copy of the printed syllabus and Academic calendar are supplied to the students in the beginning of the academic year. With the help of dedicated band of staff members both teaching and non-teaching a regular and systematic instructional process is carried out; due to the introduction of relevant and job oriented courses (papers), the students are enthused to draw out the best within them. Here the human resources are very much available for the welfare of the students. The process of formative and summative evaluation helps the students excel in their performance in terms of knowledge, skills and relationship. The students are imparted the training for making teaching aids with proper materials.

There is also well created physical environment consists of well ventilated and spacious

classrooms, Science, ICT, Psychology and language laboratories, resourceful library, proper sanitary facilities, lush green environment and other physical infrastructure.

Opportunities are created for free interaction among the students through number of celebration of important occasions like club activities, cultural competitions, sports and games. Further, the student community is linked with the society through extension activities such as rallies and community works. This motivates the students to transcend the narrow thinking and attitude.

The college also offers guidance programme to the students to place themselves in better educational institutions in the future. The student support programmes are counseling programmes by the trained counsellor and mentor-ward system.

Along with various academic activities, the institution has various scholarships schemes like government scholarship. Moreover students' welfare committee, students' grievances cell and anti-ragging committee are doing yeomen service to the students.

Along with academic activities, the institution has a spectrum of co-curricular activities like Conducting various competitions, celebrating national and religious festivals, women's day celebrations, provision of appreciation and awards are the parts of cultural clubs.

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

The institution admits the students from various backgrounds of various needs. To cater the diverse learning needs of the students, our institution adopts various strategies such as special classes, remedial teaching, collaborative learning, training on ICT skills, life orientation programmes, extension lectures, special coaching in communicative English use of modern technology in language lab and special social exposure programmes.

The curriculum itself is planned to cover a wide variety of topics to cater the diverse learning needs of the students. Based on the learning difficulties of the students, a well planned and carefully designed classroom exercises are conducted, taking the learner from simple to complex. For developing self-learning among the students, the faculties prepare Self-Instructional Materials (SIM) and they are available in the college website. Periodical evaluation and feedback from the learners enable the faculties to identify the difficulties and adopt remedial measures.

The learner - centered and techno-based teaching methods followed by the faculties motivate the students for optimum learning.

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

Since education is considered as the most powerful weapon to remove the disparities in the society, it is the responsibility of teacher educators to make their students aware of the diversity and need for the equity among the individuals. Though our college is in a rural area, our major concern is to up bring and equip students from different backgrounds. The institution ensures that student teachers are conscious about the diversity through various modes of curricular transaction. The selected reading of the scriptures from different religions in the morning assembly speaks on fundamental values of life and brings the diversified minds towards the common concept of God “bringing unity” in worship.

The paper on educational psychology equips the students with the conviction that individual differences are not a problem but reality and it should be observed with positive mentality. The results of the psychology experiments help the prospective teachers to understand the role of diversity and equity in teaching-learning process. The Core paper- Education in the emerging Indian Society -provides a clear picture about the social mobility, social stratification and gender sensitization. Programmes like social survey, citizenship camp, celebration of national and international festivals help the student teachers to understand the role of diversity and equity in teaching learning process.

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

- a. Potentialities of the faculty members are improved through various orientation and in-service programmes.
- b. Resources like well equipped library, internet facilities and continuous orientation about vision and mission of the institution are promptly used by the faculties to enrich their subject knowledge and teaching skills.
- c. Faculty development programmes like Seminars, Workshops are conducted on diverse themes and they are encouraged to participate in the seminars and workshops in different colleges and universities.
- d. Collaboration with the umbrella and neighbourhood institutions improves the knowledge and potentialities of the faculty.

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

The student teachers can understand that they are going to face heterogeneous groups in

the future classroom situations through various theories of different subjects and the practical exposure from the practice of intensive teaching. The day-to-day activities in the campus like morning classroom prayer, thought for the day, and readings of holy books provide ample opportunities for the student teachers to improve their will power to face the challenges ahead. The Educational psychology paper helps the learners to understand the diverse needs of the learners and enable them to use the suitable measures of inclusion in the classroom.

Exposure to computer assisted instruction, programmed learning materials and individual projects assignments help the student teachers to handle the diversity effectively. Demo teaching by the teacher educators helps the student teachers in knowing the nuances of teaching. Visits to special schools (Schools for the blind, deaf and dumb and mentally challenged) and social projects help the students understand the diverse group of students and their needs in the society.

2.3 Teaching-Learning Process

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

The most important value is that active learning increases students’ retention and comprehension of the course material and teaching related skills. As our teacher Educators generally use lecture cum discussion method, tasks to be accomplished become explicit. Students have an opportunity to provide personal insights and interpretation (develop their own answers). The process allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems. Active learning seeks to engage a greater range of students in effective learning. Furthermore, it positively affects the attitude of students towards self and peers in the learning process. Active learning develops social experiences among students and between teacher and students. It can build community within the classroom.

Library

The library resources are extensively used by our students for their knowledge enhancement. Student-teachers are using our library materials for assignments, allotted seminar topics and innovative practicum work.

“Book bank scheme” for our student-teacher is one of the key provisions of our library. In order to make our library user-friendly, bar coding system and ROVAN LMS software are available in the library, which help our students to find out the location of books and do the

transaction immediately.

Web site

The college website www.scadcoe.org is actively maintained by a committee. It provides space for uploading Self- Instructional Materials (SIM) and Course Plan for the easy access of the learners. The college has modernized computer lab with 20 computers among which having internet connection for all the stakeholders. The learners are guided to visit the relevant websites to download the information related to their intensive teaching practice, assignments, prescribed seminar topics and project works. Besides that, the Digital Language Laboratory is utilized effectively for Spoken English training.

Focus Group

After identifying the slow learners and students with learning difficulties focus groups are formed and with the help of dynamic groups, remedial teaching and coaching are conducted. This helps the slow learners, as an element of compensatory education. In the same way by allotting the graded assignments, different focus groups are enabled to do better in their learning.

Individual projects

Individual projects provide space and time for creative and critical work. The creativity and critical thinking of the learner is very much deepened through the individual projects. The college offers practicum for all the courses where the learner has to choose any practicum from the four suggested areas. The Teacher trainees prepare Computer Assisted Instructions (CAI) and power point slides in the optional subjects. The students are expected to do case study, when they are in internship. The student teachers are expected to do the projects during internship.

Simulation

The seminars, debate and symposium are organized for active learning. Demo and Practice sessions for Micro teaching skills, Demo and Peer teaching for Macro teaching are organised in a simulated condition. In the Psychology experiments, the teacher trainees act as subjects and experimenter enabling the both experience the condition of the client.

Peer Teaching

Before and after internship teaching, peer teaching is a must in the college. After they come back from intensive teaching, the students are provided with yet another chance of having peer teaching so that the techniques and corrections which they have incorporated during the intensive training could be practiced and perfected in the institutions with the help of the teacher educators.

Role Playing

The institution views every practice teaching as an extension of role play where in the teacher trainee occupies the role of the teacher, the communicator, social engineer, knowledge creator and the guide among the students. Apart from the above the students are also given the situational talk where two/three are assigned different roles to be enacted through which the communicative English is strengthened.

Internship

During the internship, the students are expected to handle the classes in both the optionals with proper preparation of teaching aids, lesson plans and evaluation techniques. They are trained to know the individual differences of the students and handle them properly. As the students are already trained with ALM, ABL and RMSA, the teacher trainees apply those methods into practice and earn more experiences.

Practicum

Each optional and core paper contains a number of practical projects to be completed. The students are also encouraged taking special seminar classes and debate through which they could improve their spoken language, logical thinking, subject knowledge and social relationship. For the paper on Educational Psychology, the case study is an effective practicum where the theory is very much reflected in practice.

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

The teacher educators extensively employ interactive and participatory approach in transaction of theory. Field experiences allow students to apply and reflect on their content, professional and pedagogical knowledge, skills and attitudes in diverse school situations. The students are involved in a variety of school based activities directed at the improvement of teaching and learning and the students learning is integrated into the school programme and the teaching practice.

To ensure student centered learning, the institution encourages them to organize class seminars, to attend and present papers in the symposiums conducted in various colleges, to conduct action research and case study, to conduct experiments on psychology, to make teaching aids, to operate OHP, LCD and slide projectors, to organize and participate in programmes of

both intra and inter collegiate competitions, and to organize study tours. The institution also develops a sense of community building by organizing various campaigns through Red Ribbon club, Eco club and various subject clubs. During practice teaching our students created awareness through cultural programmes regarding AIDS, Organ Donation and Eco – friendly environment. Every department has a flannel board. Subject related information and newspaper cuttings are displayed. The creative writings of the students also find a place in it. To accomplish the above mentioned activities, the students are encouraged to learn actively by availing the resources such as the labs and library. Internet facility in the library and the computer lab are made use of.

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

Various models and approaches such as Asubel’s Advanced Organiser Model, Concept Attainment Model, Inquiry Based Model, Sturlov’s Computer Based Model, Basic teaching Model and Herbartian approach in writing lesson plans are followed in Teaching- learning process. ALM and ABL methods are followed in writing lesson plans for the optional subjects. Since each paper consists of practicum, the project and laboratory approaches are adopted, when there is a need. Co-operative learning and constructivist approval are followed.

The advent of ICT has made tremendous impact in the field of teacher education. ICT-integrated teaching-learning process has an enormous influence both in the mind of the learner and the teacher educator. The social network has become inevitable in day-today life. Hence the ICT has occupied a prime place in Teacher Education also.

The college has developed a pedagogy called **techno-pedagogy** through which the teaching learning processes become more easy, meaningful and relevant.

Learning experiences through umbrella institutions:

During the orientation to the students, they come to know of their course, their peer group and their institution and also umbrella institutions TTI, ITI, Polytechnic and Engineering colleges. The umbrella institutions specialize in diverse fields. Our students visit these institutions located within the premises during the orientation. Then during the programme, they gain a healthy work experience from these institutions, witness their academic programmes and

celebrate common festivals such as Christmas, Pongal, Onam, Annual Sports Day and Annual Day along with them. Furthermore, guest lectures are delivered by the faculty of these institutions. Thus they are exposed various fields of knowledge and skill.

Learning experiences through global association:

SCAD being a social service organization (Trust) has collaboration with international and national organizations. Hence there is a continuous and steady flow of foreigners who visit the campus for various project related works. Therefore, our students get a healthy international exposure. By interacting with them our students possess adequate knowledge of global culture, their education systems, curriculum of different countries and their teaching methodologies. As it has been rightly said that a teacher has to know everything under the sun, our students equip themselves with information that would contribute to a holistic learning. This international exposure to a certain extent, makes them, “Teachers who turn information to knowledge and knowledge to power” and thus produce high achieving students.

Table: 2.4

Details of foreigner visit

Academic Year	Date of visit	Name of the Guest	Purpose	No. Of. Beneficiaries
2015 - 2016	23.12.15	Miss. Rosy from Brazil	To deliver a speech on “Brazil Educational System”	101
	03.02.16	Mr. Peter and Miss. Chelsea from Belgium	To deliver a talk on “INCLUSIVE EDUCATION”	101
2014-2015	03.02.2015	Dr. Odette	To conduct a Seminar on “Education system in U.K”	116
	05.02.2015 – 11.02.2015	Prof. Christy and Prof. Mary from England	To conduct a seminar on “Psychotherapy”	116

Learning experiences through Physical activities:

As the saying goes “A sound mind in a sound body”. SCAD, has well understood the significance of Physical Education. The students have two periods of Physical Education per week. Games and sport activities are conducted regularly. The college organizes “Annual Sports Meet” during which the winners are awarded certificate and trophies. It is quite heartening to know that our chairman Dr. Cletusbabu is a keen lover of sports and an eminent sports personality. Being the vice president of the “Tamilnadu Olympic Association” and the former honorary president of the “Tamil Nadu Foot Ball Association” and the president of “Tirunelveli District Foot Ball Association” and the President of “Fencing Association of Tirunelveli District” and Patron of “Tirunelveli District Volley Ball Association” and Patron of “Tirunelveli District Wrestling Association”, he encourages budding sports personalities to a great extent .The students excelling in sports (at district and national levels) are given free food and accommodation. The “Sports Quota” which is released to them by our chairman.

The institution has appointed a “Sports Advisor” who monitors the sports activities and offers necessary suggestions and encouragement to promote sports activities as and when required. He also conducts regular meetings to review and assess the activities and initiates further planning. The institution allots an annual budget for sports and eminent sports personalities such as Shiny Wilson are invited to inspire and motivate the students.

The institution also maintains an organic garden that is maintained by the students with the help of the Agricultural Officer who guides them in maintaining it. This practice helps them in putting their physical labour and thus helps them gain satisfactory work experience.

Learning experiences through special Education:

The students of our institution often visit the children of “Anbu Illam” a school for the physically and mentally challenged children .While interacting with them they come to understand how in compassion to them, they are blessed. They also learn to handle them with affection and compassion. A professional counsellor who has been appointed by the management, guides the students in maintaining their emotional wellbeing. A healthy mentor ward relationship also prevails

During the orientation course that is conducted at the beginning of the session, the mentors collect all necessary details of the student teacher (Personal data, educational qualification, health condition, parent occupation, income, aptitude, attitude and interest in subject, hobbies, co – curricular activities, data of the siblings

Learning experiences through Value Education:

The College of Education having been committed to the growth of the individual student as well as the nation considers value based education and professional competency of equal importance. The college therefore, aims at imparting value education to its youth in diverse ways so as to root out selfishness from them and to prepare them “Fear of God is the beginning of Wisdom”. Our daily routine begins and ends with the thought of God. The daily assembly includes the readings of Scriptures of different religions, a reflection on the passage read, a universal prayer and a hymn, daily news from the newspapers and finally a thought for the day followed by a brief exhortation by the Principal on basic values. The college wants its students to be responsible. This aspect is being emphasized daily in our campus so as to train the students to be service minded, and be sensitive to the needs and feelings of others. Therefore, our students display the right spirit by actively participating in various social service programmes both inside and outside the campus.

Learning experiences through spirituality:

The institution firmly believes that students are to have sound spiritual values as they are the guiding force of ones’ life. The college lays a great emphasis of prayer during the morning assembly. A meditation hall that is meant exclusively for prayer is of immense help to the students as they spend time in solitude to be alone with the “ALONE”. As a consequence of deep spirituality one develops team spirit, sense of responsibility, forgiveness, coordination and accepts oneself and others with their short comings.

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

Yes. The institution has a provision for additional training in models of teaching. Lesson plans are prepared on Glaser’s Basic Teaching Models (60 lesson plans).

In the Glaser’s basic teaching Model, the following elements are explained to our

students.

The students are trained in formulating the general instructional objectives and specific instructional objectives for the selected topic. Later, the entry behaviour of the students is assessed and accordingly the above said objectives are modified or changed.

In the second stage, the content is analyzed and instructional procedure is formulated. Here the student employs relevant methods of teaching such as group discussion, ICT intervention and Question-Answer.

Thirdly, the assessment procedures like short answer questions, one minute paper, reflective writing etc are used. Finally, the element of feedback is given importance through which the fruitfulness of the whole teaching-learning process is found out. Here the feedback may be in the form of oral and written which is very much formative in nature.

2.3.5 Do 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.

Yes. Our educational programme is designed to bring about desired changes in prospective student teachers' behaviour. Micro teaching is practised in terms of required teaching skills. The student teachers are given a thorough knowledge of micro-teaching and suitable applications of micro skills. Micro-teaching and demonstration of skills are handled by the teacher educators. The teacher educators give orientation on micro-teaching, demo and model episode to the students for all the following six skills, in both the optional. They are: skill of introducing lesson, stimulus variation, skill of probing questioning, skill of explaining skill of increasing pupil's participation and skill of reinforcement. The teacher trainees are asked to write episodes for all the skills and practice the same in the groups under the guidance of the Teacher Educators. The following micro teaching skills are practiced.

1. Skill of Introduction
2. Skill of Stimulus Variation
3. Skill of Probing Questioning
4. Skill of Using Blackboard
5. Skill of Reinforcement
6. Skill of Explaining

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

The practice teaching plans are developed in partnership cooperatively involving the school staff and Teacher Educator. The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school. The ratio of student teachers to be identified with practice teaching is 5:1. The teaching practice lasts for 40 working days. 20 schools are chosen for practice. The total number of lessons practiced are forty. Six lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the forty lessons are observed by the mentor teachers. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. The feed backs are obtained regarding the performance, and behaviour of the student teachers. Necessary instructions are given to the student teachers based on the feedbacks received.

During the practice teaching student teachers first conduct a diagnostic test to assess the level of the students. The student teachers observe six lessons of the mentor teachers. Then 40 lessons are taken by the student teachers under the supervision of mentor teachers of the school. During internship they are expected to act as regular teachers and involve themselves in the activities of the school. (Organizing assembly, monitoring noon meals, supervision of children during morning and evening study etc.,). A case study is to be done on a student and necessary suggestions are to be given and the case is to be keenly followed. To find his / her improvement with the approval of guide teacher, the parents may be called for and with necessary consultations and interaction; suggestions may be offered for the development of the ward once the lessons are completed, a blue print is made and an achievement test is conducted. This assesses the efficiency of the student teachers. The Teacher Educators ensure that the question paper is based on the blue print. The attendance certificate is provided by the head of the institution along with the mark list issued by the guide teachers and the performance of the student teachers are submitted to the Principal. Five lessons on physical education is also taught by the student teacher. The mentor teachers are in constant touch with the heads of institutions and consultations are held at regular intervals. The club activities of the college are also being promoted in the respective schools where they go for internship. Awareness on eye donation and

blood donation is being created through the citizenship training camp. Environmental protection is emphasized by the subject club. The RRC activities are also carried out. The same information is maintained by the student teachers in the student profiles for their as well as their parent’s reference. Mentors monitor the achievement of the student teachers and acknowledge them.

Feedback mechanism:

Feedback is received through feedback forms which are filled by the mentors, the heads of the schools, teacher educators and peers. An informal feedback is also received through the heads of the schools. The student teachers teaching is observed by the teacher educators and the mentors and they provide feedback to the student teachers in the following format.

S.No	Name of the Teacher Trainee	Lesson plan 10	Motivation 10	Content knowledge 20	Presentation 20	Using TLM 20	Classroom management 10	Tr – Sdt interaction 10	Personality 10	Total Effectiveness 10	Total 120
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Intensive Teaching Practice:

During the intensive teaching practice, the student teachers are under the supervision of senior teachers as mentors. The mentors are expected to give their feedback in the following format to the students as well as the college.

Monitoring mechanism of Lesson plan:

The teacher trainees are expected to write at least 10 lesson plans under the guidance of the teacher educators prior to intensive teaching practice. During the intensive teaching practice, the rest of the 10 lesson plans are corrected and checked by the mentors and teacher educators. The mentors guide the teacher trainees to prepare the appropriate teaching aids and evaluating the same promptly.

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

Intensive teaching:

The practice teaching plans are developed in partnership cooperatively involving the school staff and Teacher Educator. The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school. The ratio of student teachers to be identified with practice teaching is 5:1. The teaching practice lasts for 40 days. 20 schools are chosen for practice. The total number of lessons practiced are forty. Six lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the forty lessons are observed by the mentor teachers. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. The feed backs are obtained regarding the performance, and behaviour of the student teachers. Necessary instructions are given to the student teachers based on the feedbacks received.

The two – year B.Ed programme was introduced in 2015 – 16 onwards. During 2015 – 16 our students observed the lessons of the mentor teachers in schools for 4 weeks. During 2016 – 17 the students will be going for teaching practice for 16 weeks in forty schools.

In the first year, our students participated Intensive Teaching Practice for 4 weeks and observed the lesson of the mentors. Further, they conducted the following projects

1. Projects on identifying and analysing the diverse needs of the learners
2. Continuous and Comprehensive Evaluation

And they conducted case-study, prepared teaching aids, reviewed book and conducted club activities.

During the practice teaching student teachers first conduct a diagnostic test to assess the level of the students. The student teachers observe six lessons of the mentor teachers. Then 40

lessons are taken by the student teachers under the supervision of mentor teachers of the school. During internship they are expected to act as regular teachers and involve themselves in the activities of the school. (Organizing assembly, monitoring noon meals, supervision of children during morning and evening study etc.,). A case study is to be done on a student and necessary suggestions are to be given and the case is to be keenly followed. To find his / her improvement with the approval of guide teacher, the parents may be called for and with necessary consultations and interaction; suggestions may be offered for the development of the ward once the lessons are completed, a blue print is made and an achievement test is conducted. This assesses the efficiency of the student teachers. The Teacher Educators ensure that the question paper is based on the blue print. The attendance certificate is provided by the head of the institution along with the mark list issued by the guide teachers and the performance of the student teachers are submitted to the Principal. Five lessons on physical education is also taught by the student teacher. The mentor teachers are in constant touch with the heads of institutions and consultations are held at regular intervals. The club activities of the college are also being promoted in the respective schools where they go for internship. Awareness on eye donation and blood donation is being created through the citizenship training camp. Environmental protection is emphasized by the subject club. The RRC activities are also carried out. The same information is maintained by the student teachers in the student profiles for their as well as their parent's reference. Mentors monitor the achievement of the student teachers and acknowledge them.

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

Yes. The college establishes a good rapport and linkage with teaching practice school staff, mentor teachers and the head. An orientation for meeting the staff members of the school is held prior to the internship teaching; this gives an idea about the expectation of the head and school staff. The teaching schedule is prepared with the consultation of Heads and the mentors of the school. Their collaboration helps us to:

- Allotment of topics to be taught during the intensive teaching
- Evaluation of the teaching process
- constructive criticism of the practice teaching classes
- Sharing their opinion about the student teacher with teacher educator
- Giving suggestion for improvement

- Utilization of school library and laboratory resources

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

During the course the student teachers are enlightened with various curricular theories and practicum such as child psychology, different dimensions of developmental stages, various learning theories, the idea of individual differences, nature of differently abled children, various social problems like inequalities in educational opportunities, social stratification and so on. These may help the student teachers understand the need and significance of diversity in the classroom. Student-teachers are trained in identifying the gifted and slow learners through psychological experiments, case study, tutor-ward system, casual observations, diagnostic test and achievement test. By this training, the student teachers are able cater to the diverse needs of the students in schools.

The very experience of entering into intensive teaching practice widely keeps the horizon open for interacting with different kinds of individual. The trainees become aware that the classroom contains not a homogeneous but a heterogeneous group of students, endowed with variety of potentials and deficiencies.

To meet the academic challenges arising out of diverse learning needs of students, the trainees are well prepared to handle and exploit the ICT resources.

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

Practice also is given to use technological devices such as Interactive White Board, LCD, slide projector, over head projector and film projectors. The paper on ICT enables the teacher trainees to prepare the teaching aids for their intensive teaching.

Our students are given practice to prepare Video Assisted Instruction (VAI) and Computer Assisted Instruction (CAI) packages for teaching.

During the practice teaching, wherever the ICT facility is available, the teacher trainees exploit them to the maximum.

2.4 Teacher Quality

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

Around twenty high and higher secondary schools are chosen for the practice teaching of

our students. The student ratio is determined by the strength of the respective schools. For 85 students nearly 20 schools are selected, ratios being 1:5. The selection of the school is determined by the availability of the qualified staff, students and the willingness of the head of the institution.

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

The comprehensive method of evaluation procedure is followed during the time practice teaching. Student performance evaluation is a major concern of our institution. The practice teaching is closely observed during the planning and execution. The lesson plans are carefully corrected and remedies are suggested. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to the teacher trainees daily. The teacher educator, whenever he visits the school, interacts with the mentors and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainee.

The feedback for each teacher trainee is collected from three different groups being the mentors, teacher educators and peer group. The competency of student teachers is assessed by the evaluation forms. The evaluation form tests the following seven competencies.

1. Preparation of Lesson Plan
2. Teaching
3. Teaching Learning Materials / Aids
4. Classroom Management
5. Blackboard Usage
6. Personal Presentation
7. Overall Performance

The constructive feedback helps the student teachers to strengthen their strengths and weaken their weaknesses.

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

The curriculum which contains the section on central and state government agencies deals with various issues involved in present day educational system. This helps teacher trainees to become aware of the policies and functions of the modern educational system. Further, the teacher trainees are encouraged to read current educational magazines and journals to keep track of the recent development in the field of education. The college also conducts frequent state,

national, international level seminars and workshops which throws lights on vital issues connected with education. Finally, the teacher trainees are put in touch with local educational officers and administrators and experts so that they are aware of the needs of the schools. For Example, the newly introduced RMSA, ALM, CCE and ABL methods are the recent innovations which have captured the attention of the trainees without fail.

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

The Institution adopts appropriate and adequate mechanism to understand the recent developments in school subjects and teaching methodologies. Specially trained staff members from various schools and DIETs are invited to update the teacher trainees on various recent developments in the school subjects and methodologies like ABL /ALM (Activity Based Learning and Active Learning Method) and the new system of SAMACHEER KALVI (Uniform System of Education).

The students and faculty do observe the recent developments through internet facility, news papers, magazine, journals and by attending seminars and workshops at different levels.

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

- Staff members are permitted to attend the orientation and refresher courses, workshop, seminar and symposium organized by government and non-governmental organizations.
- The staff members are free to avail the opportunity of pursuing higher studies through FDP.
- The staff members are encouraged to present papers in seminars and workshops at national and international level. The management reimburses the registration fee, if they present a paper.
- The management allows the faculty as resource persons, examiners, to serve in the inspection commission of different universities.
- The management encourages writing books and articles and publishes them from the college.
- Organizing staff development programmes through IQAC such as Seminar on Soft skills, Time Management and Action Research.

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

Yes, the institution has some mechanism to reward and motivate staff members for good performance. Feedbacks on teachers are received from the students are analyzed by the Principal and then sent to the management along with a self-appraisal proforma for recognition and acknowledgement that would lead to the promotion and salary increment. The teacher producing cent percent result is acknowledged with a cash award. Awards are also given to the faculty who show up 100% attendance during the annual day.

Further, the staff members are encouraged to present papers in seminars and workshops at national and international level.

2.5 Evaluation Process and Reforms

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

Though the teacher educators are providing quality and innovative education to our students there may be some barriers felt by the students to access the education in its maximum extent.

These barriers may be identified through:

- Assessing the students' participation in the classroom interaction
- Evaluation of assignments and seminars
- Evaluating the communication skill and classroom management skill during the intensive teaching.
- Feedback from the mentor teachers, school heads and peer-group
- The interaction with student teachers in the Mentor-ward system.
- Evaluating the performance of learners through Continuous Internal Assessment and Annual Examinations.
- Identifying the slow learners through pre-test, classroom performance, classroom interaction and class tests.

The identified barriers are communicated

- To the knowledge of faculties through the staff council
- To the knowledge of faculties through various committees such as IQAC, Women's Grievances cell, Students' Council, Examination Committee etc.
- To the management through the senior faculties, administrative officials like Principal, Chief Coordinating Officer, Students Counsellors, Alumni Association etc.

The barriers are addressed in the following manner,

- Peaceful ambience is created with eco-friendly campus.
- Mentor- ward system is effectively made use of
- Properly ventilated and ICT enabled classrooms, availability of books through book banks and library cards.
- Availability of Wi-Fi technology, Interactive White Boards, Educational CDs, Digital Language Laboratory etc.
- Recruitment of qualified teachers, developing the potentials of the staff through seminars, workshops, provide them opportunity to update their knowledge with latest technology
- Faculties are encouraged to improve their qualifications.
- Students evaluation of teacher educators are conducted every 6 months

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

The assessment and evaluation scheme is comprehensive, reliable, objective and transparent. The students are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. The subject teacher concerned makes it explicitly clear to the students the internal and external evaluation process such as, Unit tests, three Term tests, three model examinations, University examinations, assignments, Seminar and their mark allotment. It is a continuous evaluation. Based on the marks obtained in the three term tests, assignments, presentation of seminars, internal marks are awarded for the candidates. The marks are split up in the following manner.

- Test - 10 marks
- Assignments - 5 marks
- Seminar - 5 marks

If there are any discrepancies in the valued answers scripts, they are rectified by the faculty. In respect of university examinations there are provisions for re-totaling and re-evaluation of the answer script. Parents are intimated of the progress of their wards.

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

By conducting class test, monthly test, internal test, seminars and with the submission of assignments, the teacher educators are able to discuss with students regarding their performance. Each student is given immediate and direct oral feedback in which their performance is critically looked at by the teacher educators. Necessary and Corrective measures are taken and corrections are given by the teacher educators to the individuals. As the teacher educator is able to assess the level of difficulty of the curriculum, accordingly curriculum transaction is reviewed.

It is to be noted that the Mentor-ward system offers an effective mechanism to know the defects and challenges of the students and consequently, remedial measures are suggested by the tutors.

The principal makes an analysis of the outcome of the assessment and based on the same he interacts with the students, particularly the backward to motivate them towards the better achievement. Remedial Teaching is given to the slow learners.

To enable the curriculum transaction easy and viable, ICT has been activated in the entire classroom for an effective and fruitful teaching learning process. The other supportive facilities like, language laboratory, library, internet facilities are tuned to the maximum utilization.

2.5.4 How ICT is used in assessment and evaluation processes?

The students' achievement scores in the internal and external examinations are stored in the computer with the help of Microsoft word. ICT enables us to find out the ranking order and the graphical representation of the achievement. Students' achievement status can be provided through a printout quickly.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

- Techno Pedagogy in teaching
- Model teaching prior to intensive teaching practice
- Feedback on micro and macro teaching.
- Preparation of Course plan and Self Instructional Materials
- Student - Centered Learning and Constructivist approach for learning
- Remedial teaching for slow-learners.
- Functioning Mentor-Ward system

- Comprehensive and Objective Evaluation.
- Students Evaluation of Staff

Best Practice -2: Reflective Teaching

Introduction

Reflective teaching means exploring our own classroom practice. It is an innovative approach that is passing through the stage of experimentation. It includes looking at what is being done in the classroom, thinking about why it is been done and thinking if it works – a process of self-observation and self-evaluation by faculty herself, evaluation of faculty by colleagues and guide teachers. By collecting information about what goes on in our classroom and by analyzing and evaluating this information, faculty identifies and explores her own practices and underlying beliefs. This leads to changes and improvisation of their teaching.

Objectives

1. To improve teaching-learning process.
2. To establish a democratic set up.
3. To enhance the faculty-student teachers interaction.

Practice: Here are some different ways which the NCE adopts for doing this:-

- **Teacher Diary:** After each lesson teacher educator writes their own assessment in the dairy. They also describe their own reactions, difficulties, feelings and observations on the part of the student teachers. At the end of the unit they discuss/ submit a report to the principal regarding topics covered by them.
- **Peer observation:** Teacher educators are evaluated by their colleague who come to their class to collect information about their lesson with the help of observation schedule. For example, the colleague is asked to focus on what the student teachers contribute most in the lesson? What different patterns of interaction occur? And how the faculty/student teacher deals with such typical situations etc.
- **Student teachers observation:** Teacher educators are also evaluated by guide teacher on a set observation schedule.

- **Recording lessons:** Video /audio recordings of classroom provide very useful information for self assessment. Video recordings are found useful for considering aspects of teacher talk, effectiveness of talk, its relevance, clarity of instructions and explanations, teacher's responses to students, responses of students etc. Video recordings were found to be useful in showing the teacher aspects of his/ her own behavior/performance.
- **Student feedback:** Scad College of Education believes that the opinions and perceptions of student teachers add a different and valuable perspective to the entire system. Therefore, student teachers are asked about their views on individual teachers' performance, This is done with simple feed-back forms (source-UGC feedback).

Obstacle

1. Faculty was not ready to be evaluated by student teachers.
2. Student teachers were unable to evaluate the faculty.

Overcome: Faculty was convinced that it is a practice of improvement in teaching-learning process and better communication between faculty and student teachers. Student teachers were counseled by the principal and provided with an observation schedule.

Impact: The above mentioned information brings forth the patterns occurring in teaching through observation. All this provides insight for thinking, planning and execution of ideas for changes and their implementation.

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

Best Practices

The students are given motivation and orientation by the principal in the beginning and in between the academic year.

We have learner-centric teaching plans, continuous up-gradation of teacher quality, transparent examination system and evaluation and pedagogic innovations. ICT has been the integral part of all our teaching learning activity. Teacher educators use technology to the maximum extent possible for the transmission of knowledge. Each classroom is equipped with LCD projector and a computer. The SMART class is used in the teaching-learning process.

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

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

An effective component of curriculum planning is course outline or teaching plan indicating schedules and time line for teaching and testing activities, projects and assignments and other details. This would help to monitor and track the progress of the course and institute mid-course corrections. When shared with the students, it will help them to know in advance what they have to learn and how the curriculum will be transacted. It will help to motivate the students, in particular to progress on their own through self-study and additional work.

Based on the above recommendations, the management has taken the following steps to act upon the recommendations as follows:

1. Teacher Educators prepare Course Plan including Time Schedule, tests, practicum, assignments and reference books.
2. Preparation of SIM by the faculty members and uploading it in the website.
3. Providing Book bank books to help the students develop self-study.
4. The candidate seeking admission is tested for his/her teaching aptitude through an interview with the principal.
5. Library and computer lab are well equipped with internet facility.
6. Innovative teaching methods like preparation of SIM, techno based pedagogy and teaching through smart boards, cooperative learning and E – learning are followed by the staff.
7. Faculty members are encouraged to participate in professional development programmes/ participating in seminar/ conference/ workshops and upgrading qualification.
8. A detailed academic calendar is prepared including systematic instructional planning and responsibilities of the staff in different committees.
9. TLP enriched with more supplemented with discussions, seminars, assignment, workshop and brainstorming session of short duration.
10. Teacher Educators from the foreign countries gave orientation on Inclusive Education.

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

Quality assurance is the key to the success of our system. This assurance depends upon the quality teacher educators, infrastructure (Physical and Technological) and eco-friendly environment of our campus. In order to maintain the quality of our college has taken efforts to provide effective mechanism in teaching and learning process. By keeping the suggestions recommended by the NAAC, the following quality measures are implemented in our institution to improve the quality of education.

- Preparation of Course plan and SIM by the teacher Educators.
- Integration of Techno-based pedagogy in teaching –learning process.
- Increasing the modes of internal assessments
- Interactive white board and LCD projectors in the classrooms
- Computer lab upgraded with 30 systems with broadband and Wi-Fi internet connections
- Library facilities enriched with INFLIBNET-NLIST and various educational CDs/DVDs.
- Language laboratory upgraded with special software (ETNL – Language Lab software by E-Tail Networks Limited, Kochi).
- Organizing seminars on teaching and learning.
- Organizing NAAC sponsored seminar on ICT in Teacher Education
- International seminar on Inclusive Education

CRITERION III**RESEARCH, CONSULTANCY AND EXTENSION****3.1 PROMOTION OF RESEARCH****3.1.1 How does the institution motivate its teachers to take up research in education?**

The institution motivates its teachers to take up research in education in the form of pursuing M.Phil. and Ph.D. and encourages to attending seminars, workshops. Staff members are encouraged to avail the FDP provision given by the Management. They are encouraged to participate and present papers in seminars.

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

The research is focused on the various areas such as herbals, classical dance, rangoli, rural development, soft skills, ICT, value education, individual difference in learning and CCE.

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

Yes. The institution encouraging Action Research.

Some of the major outcomes are the students to the problems of

1. Late comers
2. Hand writing
3. Reading fluencies

3.1.4 Give details of the conference/seminar/workshop attended and/ organized by the faculty members in last five years.

The details of the conference/seminar/workshop attended and/organized by the faculty members in the last five years is given below

S. N.	Name of the Faculty	National Seminar/ Workshop Organised	Acted As Resource Person	Seminars/ Workshops/ Papers Presented/ participated	Articles In Journals	Monographs Published
1	Dr. Akila ruby Shantha kumara	1	1	19	2	
2	Mrs. JR. Janitha Rani			9		
3	Dr. D. Caroline	2		10		

4	Mr. R. Sam Jebadurai	1		5		
5	Mr. J. Suresh			7		
6	Mr. E. Kannan			2		
7	Mrs.Kalyani			5		
8	Mr.R.Vasanth			1		

3.2 RESEARCH AND PUBLICATION OUTPUT

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

Preparation of Study Material

The teachers provide various self instructional materials prepared by them to the students to enrich the learning process. The following are the materials given by the teachers

➤ **Print materials**

The teachers refer various books and prepare print materials themselves for the students like prepared notes, Xerox copies, cyclostyle materials, print outs, SIM etc...

➤ **Non - Print materials** (e.g teaching aids / audio, video, multi media inputs etc...)

The teachers give guidelines for the preparation of teaching aids, charts, cut outs, models, flash cards, clock models, light models , slides, Power Point presentations, transparencies, SIM, Subject and English albums, scrap albums, match stick albums, etc... These are prepared with the help of Lecturers and the drawing and Craft instructors. Experts on Arts and Crafts are invited every year to impart training on developing teaching learning materials which would include SUPW. The language lab, Bio-Science lab, Physical Science lab have been enriched by developing teaching aids

➤ **Question Bank**

The college library has its own question bank which is very useful for students to refer and make photocopies to prepare and perform better in their examinations.

Our college library has previous year Questions with answer key prepared by Staff members.

- As the members of the faculty take classes and students take seminars using power point presentation, technology related instructional materials are available.
- Seminars like Techno Pedagogy for Prospective Teachers are organized in the college through which techno based instructional materials are developed by the staff and students.
- Our staff have attended “Intel ® Teach Program” – A Professional Development training program for teacher Educators.
- The institution offers only B.Ed programme. Therefore it does not have any research scholars. Our staff members are yet to publish research articles and conduct research projects.

All the students of B.Ed. are trained to prepare and use power point slides. New models prepared by the student teachers are arranged in the classroom so that they could be utilized when it is required. Materials are prepared with the help of the ICT. All the staff members are using PowerPoint slides for their classroom teaching. The Digital lesson plans are prepared by the students.

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

In the beginning of the academic year, the student teachers are trained to prepare teaching aids in a creative manner; Teaching aids are prepared by the trainees through SUPW classes. They are also given training in handwriting, chart making, slide preparation, flash cards, table top, working models, Jewelry making, Toy making, Purse making etc.

A special room and the necessary materials along with qualified full-time Arts and Craft Instructor with MFA are provided for the development of the instructional materials.

Facilities such as slide projector, OHP, computer, internet, e-mail, digital camera, Smart Class room and websites are available in the college for developing varieties of instructional materials. Further, journals and magazines related to education for students also available in our college for innovating educational teaching aids.

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

Yes, All the B.Ed. students prepare power point slides in their subjects. Internet facilities

and computer lab are kept available for the students and the faculty to download the materials from the websites. Self instructional materials (SIM) and model lesson plans are prepared by our staff.

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

SUPW training and demonstration are given to the students in preparing instructional and other materials. Handwriting-training and Chart writing training are given. Special training is given for drawing stick-figures (Blackboard Sketches) to simplify English Teaching. Before practice teaching, training is given for lesson-plan writing. Training on preparing PowerPoint slides for our students is given. The student teachers are given special training on doing social project like low cost materials or waste material, Rangoli, Classical dance, a common group activity for the B.Ed. students. This has motivated the prospective teachers for the possible future research programme. The staff members are instructed informally to prepare SIM for the benefit of the students in consultation with senior members and experts.

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

The following are the list of articles in the national and international journals Published by our Principal Dr. V.Ahila Ruby Shantha kumari

Sl. No.	Title	Name of the Journal	Volume	ISSN/ISBN Number
1	Multiple Intelligence of orphan students in Tirunelveli District	Research Journal of Education	Vol-1	Issn 2278-7704
2	Study Involvement of orphan students in Tirunelveli District	INIGO EduResearch Annual	Vol-2	Issn 2278-689

The following are the list of articles in the national and international journals Published by our former Principal Dr. P. Annaraja

Sl. No.	Title	Name of the Journal	Volume	ISSN Number
1	Study on the relationship between Emotional Intelligence and Decision Making of Distance Education B.Ed. Students	Journal of contemporary educational	Vol. 01, No. 01, Pp1-4,2011	2249-9636

		research and innovations		
2	Creativity of Patna Educational District Primary School Teachers	Journal of Global Values	Vol. II, No.01, May 2011	0976-9447
3	Relationship between Risk tasking Behaviour and Academic Achievement of Ho Tribe students studying in High school	Journal of Edutracks	Vol. 10, No.11, July 2011	0972-9844
4	Correlation of cognitive self-management and achievement of Ho Tribe students studying in High school students	Journal of Innovation in Education & Psychology	Vol. 01, No.03, Aug 2011	2249-1481
5	Awareness of Information and communication Technology and Pedagogical content Knowledge of Mathematics Group B.Ed. Trainees	Research Journal of Philosophy and social sciences	Vol. IV, No.01, Oct-2011	0975-4008
6	Learning skills and ICT Awareness of prospective B.Ed. Teachers.	Journal of Educators	Vol. 11, No. 3, Nov-2011	0972-9844
7	A Study on the Relationship between Thinking styles and Decision-making of Distance Education B.Ed. Students	Review Journal of Philosophy and social science	Vol. 36, Special issue-2011	0258-1701
8	Influence of Emotional Intelligence Self-Efficacy and Reflectiveness on Academic Achievement of High School Students	Journal of Contemporary Educational Research and Innovations	Vol. 01, No.2, Pp. 27-30, 2011	2249-9636
9	Relationship between performance in soft skills and Academic Achievement among higher Sec. Students	Research and Reflections on Education	Vol. 9, No. 1, Jan-Mar 2011	0974-648x
10	Multiple Intelligence and Self Efficacy of prospective B.Ed. Teachers	New horizons in Educational Research	Apr-Sep 2011	0975-4008
11	Multiple Intelligence and Computer Efficacy of Prospective Teachers	Meston Journal of Research in Education	Apr-2011	0973-6859
12	Multiple intelligence and Thinking Style of Prospective student teachers	Vetri Education	Jul-Sep, 2011	

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

The management gives the cash awards to staff members who have produced 100% result in their subject every year. These cash awards encourage our staff members for their career and motivate them to perform well.

Year 2013-14

S.No	Name of the Faculty	Name of Paper	Amount of cash award Received
1	Mrs. JR. Janitha Rani	Optional-I Commerce	6000
		Optional-II Commerce	
		Elec- Guidance and Counselling	
2	Dr. D. Caroline	Optional-I Tamil	4000
		Optional-II Tamil	
3	Mrs. Max Anne	Optional-I English Optional-II English	4000
4	Mr. Suresh	Optional-I History	2000

Year 2014-2015

S.No	Name of the Faculty	Name of Paper	Amount of cash award Received
1	Mrs. JR. Janitha Rani	Optional-I Commerce	6000
		Optional-II Commerce	
		Elec- Guidance and Counselling	
2	Dr. D. Caroline	Optional-I Tamil	4000
		Optional-II Tamil	
3	Mr. Alex Arokiaraj	Optional-I Maths	4000
		Core-III Technology	

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

Currently, the institution has no minor and major projects being carried out by any faculty member. However the institution has built the capacity to pursue any project if it is granted 12(b) status of the UGC act. The application to get 2(f) as a perquisite to 12(b) is in progress.

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

In the beginning of the academic year, the student teachers are trained to prepare teaching aids in a creative manner; Teaching aids are prepared by the trainees through SUPW classes. They are also given training in handwriting, chart making, slide preparation, flash cards, table top, working models, etc.

A SUPW room and the necessary materials along with qualified full-time Arts and Craft Instructor with MFA are provided for the development of the instructional materials.

Facilities such as slide projector, OHP, computer, internet, e-mail, digital camera, websites and interactive white boards are available in the college for developing varieties of instructional materials. Further, journals and magazines related to education are also available in our college with the objective of encouraging application and practice of innovative teaching.

3.3 CONSULTANCY

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

Yes, the institution provides consultancy services in following areas:

- ✓ Admission consultancy
- ✓ Vocational consultancy
- ✓ Communication Skills
- ✓ Consultancy for Higher Education
- ✓ Counseling services
- ✓ Consultancy for competitive exams
- ✓ Health, Sports and Hygiene consultancy

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

Yes, faculty members of the institute are competent to undertake consultancy service.

S.NO	Name of the Faculty	Areas of Competency
1	Dr. D. Caroline	Problems of Adolence
		Emotional Intelligence
		Academic Audit and Evaluation
		Continuous and Comprehensive Evaluation

2	Mrs. S. Jeniffer Wills	Proficiency in Teaching of English
		Communication Skills
		Reflective Approaches in Teaching
		Models of Teaching
		Multiple Intelligence and Learning Styles
3	Mr. E.Kannan	Digital Lesson Plan
		Computer Based Teaching and Learning
		Community Resources for Teaching and Learning
4	Mr. Gnana Muthu Jebaraj	Action Research
		Guidance and Counselling
		ICT for teaching and Learning
		School Management

Besides this, teachers provide vocational and career consultancy, Health, sports and hygiene consultancy and Consultancy for Higher education in schools of practicing Schools.

The college publicizes Consultancy Services available in the institution by providing information to local community through village panchayat and practicing schools and personal visits and interactions of Staff and students with the community.

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

The consultancy services are provided Free of cost and are a part of the community service.

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

N.A

3.4 Extension activities

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

Teaching-Learning, Research and Extension activities are the three pillars of a successful higher Education Institution. Hence, extension activities are conducted with an objective of inculcating some social values like team work, concern for the poor, open mindedness, critical thinking, positive attitude, service mind, tolerance and commitment to the society. Thus the student teachers are trained to share what they have with the society than

receiving from others.

- ✓ The institution was established with the objective of providing Quality Teacher Education in the rural belt where the institution is situated.
- ✓ The college has made Teacher Education more accessible to the local community.
- ✓ Rallies are carried out for spreading awareness on Social and Environmental issues.
- ✓ My Clean India Rally was conducted in collaboration with Pattamadai hospital and Teacher Training Institutes in Cheranmahadevi
- ✓ Social Projects are conducted to save the traditional medicines and traditional Arts
- ✓ The institution also visits social organizations and institution like Deaf and Dumb School and Old Age homes for social surveys and the students also extend their services to these institution.
- ✓ Every year, a campaign for Tree plantation is carried out in Teaching practice schools and awareness about environment hazards is generated among student teachers.
- ✓ Quiz competitions, debates, discussions, slogan writing, painting competition, are organized to sensitize future teachers on various social issues.
- ✓ Guest lectures in schools are organized.
- ✓ Community members participate in workshops organized by the college for social causes like Drug De-Addiction and Development of Life Skill in collaboration with SCAD Project.
- ✓ College tries to create awareness among masses by conducting surveys on the management of biodegradable and degradable waste.
- ✓ The institution offers vocational trainings to the local community in the form of Computer literacy, Cooking and Stitching Camps and trainings on Communication Skills in collaboration with SCAD Project.

For the benefit of the local community, the institution has organized the following programmes

i. Citizenship Training Camp

The student teachers are exposed to a rural place for five days, having a neatly drawn up time table and sufficient time for interacting with village people. While the students learn a lot from the people for their future with life skills and values, the village also benefits out of the stay of our students in the following ways.

- ✓ General Health Check up
- ✓ Eye and Dental Camp
- ✓ Camp for the cattle welfare
- ✓ Specialised camp for Diabetics and Cancer patients
- ✓ Awareness on Road Safety
- ✓ Health, AIDS and Literacy Awareness
- ✓ Environmental Awareness and Tree planting Drive
- ✓ Awareness on Consumer Rights and Production
- ✓ Awareness of Human Values like Unity and Tolerance.
- ✓ medical camp

ii) Adult education and literacy

To educate and enlighten the labourers working in our campus, our volunteers impart training in basic skills such as fundamental mathematics, reading short simple sentence and affixing signatures. This is done on the last hour of each day.

iii) Rallies and Human Chains

One of the objectives of teacher education is to mould the prospective teachers in becoming aware of their duties towards the society. The institute thus frequently organizes short programmes to help the prospective teachers think and act towards contribution to the society. Therefore conducting rallies in support of environmental protection and Human rights awareness has become an annual feature of the college. This eco-human solidarity awareness rally is conducted either on the Human Rights day or International Harmony Day. Sometimes it is conducted in collaboration with the neighboring Teacher Training Institutions. A Rally was conducted as on “My Clean India” to create the awareness of the environmental clean at pathamadai Government Hospital.

iv) Visit to Colonies

The institution believes that students should possess an in-depth knowledge of social surroundings and contribute their services to its development. To emphasise on this concept,

the following programmes were undertaken by the trainees. Visit to Leper's colony, Gypsies colony and Fishermen's colony were made. Seedlings were distributed and techniques on maintaining a kitchen garden were taught. Their surroundings were cleaned. Cultural programmes were organized with focus on the themes on environmental protection, human rights, health and hygiene and disaster management. Door to door visits were conducted to collect data relating to socio-economic condition, health, literacy levels etc.

v) Yoga

The institution lays great emphasis on Yoga, Physical exercise and meditation as they contribute immensely to the mental well being of the student.

vi) Partnering with Government

Our staff members are acted as a resource person in the various training programmes conducted by the RMSA. Through this, many secondary teachers of Tirunelveli educational district are benefited

Students belonging to Red Ribbon clubs have contributed a lot in collaboration with District Red Ribbon Council by conducting various cultural programme's and participating in the exhibition. Every year the AIDS Day is celebrated in a meaningful manner.

The road safety awareness campaign is conducted every year on the first week of January. A procession is also organized in this regard. Students stuck bull's eye on the headlights of the vehicles and issued pamphlets to the public

vii) Partnering with NGOs

The Institution has established a close tie up with various NGOs working in Tamil Nadu. Our college is directly held up with the SCAD NGO. This NGO has projects in 500 villages for socio economic development of the rural people. Our Staff members and students are directly involved in more activities.

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

Institution has linkages and cordial relations with local schools, colleges, teacher education institutes and develops networks with Principals and staff of schools for successful

implementation of Community Programs. Members from community, parents, Heads of schools are members of IQAC and provide valuable suggestions. Extension lectures are organized at institute and social activists, bankers, doctors; educationists are invited to deliver talks. Feedback is sought from teaching practice schools and other stakeholders of the community for quality enhancement. The Heads and staff of the practicing schools give reflections on needs and challenges of the school sector in the current scenario.

3.4.2.1 Community Participation in Institution Development

Since the college is situated in rural area, surrounded by a fertile and culturally rich group of villages, the institution is able to exploit the human and material resources to the optimum training of the prospective teachers. The annual programme of taking the students to the villages helps them relive their childhood village experiences and the students are able to transfer the modern ideas of growth and development to the villages. The students get direct experience of the village reality including the problems and challenges faced by the major Indian population namely the farmers.

In the same way, our students visit to the nearest villages and involved many activities such as clean that villages, conducting education awareness programs and also conduct medical camp. These above activities are very useful to develop our society in future.

Further, most of the committees of the institution have the representation of the public from different walks of life. They include Educationists, Environmentalists, government Officials of different departments, NGO representatives, University representatives, Parents and Alumni members.

3.4.2.2 Institution-Community Networking

Higher Education Institution is a social institution and hence by its very nature it has to serve the needs of the community. Unless it has a strong network with the local community its existence has no meaning. Therefore, the institution must strive for networking with various arms of the community including the human and material resources. Following are the few activities of networking of the institution:

- Citizenship Training Camp in collaboration with local Panchayat
- Special talks by doctors on AIDS awareness, advocates in human rights and consumer awareness, employment officers on employment opportunities, programme for our students on how to face an interview, preparation for life,

- Interaction with District Science Centre, Campus interview.
- Vocational Guidance by District Employment Exchange.

3.4.2.3 Institution-School Networking

Teacher Education institution has its relevance and growth only in relation to schools. The schools become an effective instrument through which the prospective teachers are sharply moulded according to the expectation of the latter. Intensive teaching Practice, being the core of a teacher education programme gains its importance and relevance only in relation to the existing schools, Accordingly, the college establishes a good rapport with the local government, aided and private schools so that the teaching practice is possible and successful. Around 20 schools every year are ready to accommodate our student teachers in order to train them in their skills in teaching. When they interact with different types of teachers, the student teachers feel enriched in their understanding of teaching-learning process. It is also to be noted that the student teachers have developed number of strategies and techniques of handling various curricular and co-curricular activities.

In order to have broad understanding of inclusive education, the student teachers are provided with opportunities of visiting special schools namely Anbu Illam situated with in our campus and School for the Mentally Challenged, Ponnakudi. It has evoked good response among the student teachers, creating a sense of brotherhood and love and concern. They also learn the specially designed pedagogical practices of the differently abled children.

The institute offers the opportunity in terms of space and time to conduct face to face interview for the schools from all over the state to recruit the desirable candidates to work in their institution in future. Thus the institution has good network with schools and community.

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

- Permanently adopting a village
- Taking up projects related to Social Issues
- Identifying the major problems of the community and analyzing the causes and finding out the remedy.
- Social analysis and media analysis for the student teachers.
- To undertake government projects on Environmental issues.

- Awareness on cyber crimes will be introduced in future.

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

Yes. For the benefit of the local community the institution organized the following programmes

- Our management Provides Human Resource Training on Group dynamics, Leadership, Team work, Motivation, Entrepreneurship, Gender Sensitization, Global Warming etc.,
- Provide Preprimary education via Balwadi Centres for more than 500 students
- Provide Primary, Secondary Education to more than 30000 students
- Child labour prevention to 200 children
- Provide Non-formal Education / Vocational Training to more than 200 children
- Running Educational Institutions for the special children / differently abled students
- Eye camps that regained sight for more than 2000 people through free cataract operations
- Dental camps that benefit more than 2000 rural children, men and women
- Special care to the Pregnant mothers and children via ANC and PNC which applies to 500 mothers and 500 children
- Organize special camps to address like Cancer , Cardiac, Ortho etc. administered
- Special drive for polio operations and supply of aids and appliances for 600 persons administered
- Leprosy rehabilitation to 100 families
- Construct more than 100 houses to Gypsy community
- Provide Educational assistance to the children of life convicts families and creating income generating activities for them
- Training Fisher women for non fishing activities Tailoring, Computing and various other skill training
- Through our SCAD KVK to promote Agriculture and its allied activities like horticulture, Agronomy, Soil Science, Farm production, Veterinary and fisheries and Home Science, covering 12 blocks, 515 villages in tuticorin district.

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

The mission of our college is to serve in the preparation of proficient, socially responsible, caring educators who could serve excellently to the society. The students must be men and women of **Competence, Commitment and Compassion**.

Hence numerous opportunities are provided to the student teachers to imbibe the above values through the following programme's

1. Daily Prayer service is conducted with readings taken from scriptures of different religions.
2. Morning Assembly is conducted every week in the institute where inter-religious prayer, speeches on a particular theme and announcements are part of the programme. Regular flag-hoisting is done during the assembly.
3. To make the student teachers live a fruitful life of an Indian citizen, various extension lectures and celebrations on consumer rights, Anti-tobacco awareness, AIDS awareness, understanding of traffic rules and safety measures during fire accidents are organized.
4. The college has student's council. This Council organizes Cultural competitions and other programmes with in the campus.
5. The college organizes Citizenship Training camp for developing citizenship and social values. Further, it develops community consciousness and commitment for the society.
7. Soft skills training are given to student teachers in order to make them skilled teachers.
8. My Clean India Rally, Voting Rights Awareness rally and Human Rights Chain make the students responsible citizens of the country.
9. The institution also celebrates Independence Day, Republic day, Christmas, Pongal, Onam, World Education day, Women's day, Teacher's day, Founder's day etc. to infuse values among the student teachers.
10. Value Education classes are part of the academic calendar which chisels the minds of the learners in values.
11. All the programmes in the college are so planned in such a manner to inculcate values among the students.
12. Dr. A.P.J. Abdul kalam birth day rally was organized.

3.5 Collaborations

3.5.1 Name the national level organization, if any, with which the institution has established

linkages in the last five years. Detail the benefits resulted out of such linkages.

Our institution has established linkages with the following national level organizations

- National Assessment and Accreditation Council (NAAC), Bangalore
- National Council for Teacher Education (NCTE), Bangalore
- Manonmaniam Sundranar University, Tirunelveli
- Mahatma Gandhi University, Kottayam
- Gandhi Gram Rural University, Dindigul
- Tamil Nadu Teachers Education University, Chennai
- Madurai Kamarajar University, Madurai
- Bharathiar University, Coimbatore
- Bharathidasan University, Trichy
- SRM University, Chennai
- Avinashilingam Women University, Coimbatore
- Alagappa University, Karaikudi
- Mother Theresa University, Kodaikanal

With the above institutions, we have the exchange of human resources either as examiners, resource person for seminar or member of an official committee. Our staff members also act as question paper setter for various state universities. While we receive financial assistance from NAAC, our senior staff members have acted as visiting/ peer team members of NCTE and other universities. Moreover, we also conduct seminars in collaboration with the NAAC.

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

At the international level, the institution has established linkages with the following organizations.

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

a) Curriculum Planning

b) Teaching

- c) **Training**
 - d) **Practice Teaching**
 - e) **Research**
 - f) **Consultancy**
 - g) **Extension**
 - h) **Publication**
 - i) **Student Placement**
- a. **Curriculum planning:** Due to the linkage with the above organizations and institutions, our college has the opportunity to interact with experts of those institutions and the curriculum is well planned.
 - b. **Teaching:** The linkage reflects in the teaching learning process in terms of changes in pedagogy, techniques, approaches etc.
 - c. **Training:** An all round development is expected of the student teachers and hence various new best practices, learned through linkages are introduced in the training.
 - d. **Practice Teaching:** The practice teaching is enhanced with effective feedback mechanism and monitoring system which is the fruit of the linkage.
 - e. **Research:** The college has a linkage with the SCAD project for doing societal research. The staff members are doing Ph.D. and have linkage with MS University.
 - f. **Consultancy:** Mutual exchange of human resources takes place in order to enhance each other in the field of teacher education by
 - i. Inviting members for seminars and workshops
 - ii. Guest lectures are arranged and speakers are invited from other universities as resource person
 - iii. Feedback is given after teaching is over and suggestions for improvement is also given
 - iv. Our staff members acted as a resource person in RMSA conducted by chief educational officer Tirunelveli.
 - g. **Extension:** Our College students visit to nearest villages for coaching and critical analysis of social issues is few extension activities such as village visit.
 - h. **Publication:** Our Staff members are serving as editorial board member in the journal published in colleges of Educations.
 - i. **Student placement:** More opportunities are created to our students by having link with the schools that come for campus interview.

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

The college is making linkages with the schools as follows

- **Linkage with Intensive teaching practice schools:** The institute, after selecting the practice teaching schools, gets the permission through the chief educational Officer for practice teaching. These Schools very earnestly, provide guidance and support to the student teachers in all the ways possible. At the end of the practice teaching an overall feedback is given by the school authorities and the students too express their gratitude by giving the teaching aids to the schools.
- **Linkage with Special schools:** The student teachers are exposed to the special schools where the challenges faced by the special children are explained by the Headmaster and staff members such as Anbu Illam which is situated in our own campus.
- **Linkage with Schools through Campus Interview:** Campus Interview offers the students the choice of selecting the right school according to their expectations; the employers also have the same choice of recruiting the right candidates.
- **Linkage through Alumni Association:** Most of the Alumni are serving as teachers of schools and assistant professors in colleges of education throughout Tamil Nadu. Some students are servicing government organization.

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

Yes. The faculties are actively engaged with headmasters and teachers of the schools in the process of planning, designing, executing, delivering and evaluating the practice teaching. Well ahead of practice teaching the staff members, meet the headmaster finds out the requirements of student teachers for each optional and finalizes the teaching units for the practice teaching. It also draws the time table and proposes a mechanism of feedback and evaluation. The faculty supervises the practice teaching and meets the mentors constantly for proper communication of the feedback. The student teachers also after making the case study communicate the suggestions for remedy to the headmaster.

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

1. School

- ❖ The faculty invites the schools teachers to give orientation on ALM to the student teachers.

- ❖ Through a meeting with mentors an interaction is made possible with the student teachers so that the students are aware of the expectations of the schools.
- ❖ The faculty maintains a constant relationship with mentors so that the feedback is received and passed on to the students.

2. College

- ❖ There is a mutual exchange of ideas and suggestions among the staff of colleges of education through seminars, extension programmes and co-curricular activities.
- ❖ The faculties have good collaboration in producing articles, research papers and books.

3. University

- ❖ University staff members are invited from different universities such as M.S university, Tamilnadu and Alagappa University, Madurai Kamaraj University, Madurai. Bharathidasan University for a invited talks and question paper setting.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities during the last five years?

1. Consultancy

- ✓ The institute shows flexibility and freedom for the faculty for their consultancy outside the college
- ✓ Library is kept open for reference related works for outsiders
- ✓ The faculty provides research consultancy services to the school teachers.
- ✓ The faculty provides research consultancy service to the scholar of different universitites

2. Extension

- ✓ Citizenship Camp
- ✓ Social Projects on preserving the traditional Arts, medicine and customs
- ✓ Rallies and Exhibitions

3.6.2 What are significant innovation/good practices in research, consultancy and extension activities of the institution?

1. Consultancy

- ✓ The institute shows flexibility and freedom for the faculty for their consultancy outside the college
- ✓ Library is kept open for reference related works for outsiders
- ✓ The faculty provides research consultancy services to the scholars of various universities, school teachers, TTI students and polytechnic students.

2. Extension

- ✓ Community Service Camp
- ✓ Social Projects on Immediate Social Issues
- ✓ Rallies and Exhibitions
- ✓ organic garden

Additional information for re-accreditation

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

Evaluative observation/suggestions made in the previous assessment

Observations

- ✓ Linkage with different apex bodies needs to be promoted. These organization can help in the college in organizing seminars and conference in different themes of teacher education.
- ✓ Encouraging the teachers for research publications may strengthen their research acumen. Research projects may be undertaken by the teachers in area that provide empirical basis for institutional development.
- ✓ Attempts need to be made to integrate the local community with the activities of the college by organizing workshops for the underprivileged. Based on the above recommendations, the management has taken the following steps

Action taken

- ✓ The institution organized a National level Seminar on “ICT and Effective Teaching for Teacher Educators” in collaboration with NAAC Bangalore.
- ✓ The institution has taken the following initiatives to encourage the faculty members involved in research: by giving them duty leave and honouring them for their efforts. Since it is self-financed college, the faculty who have obtained benefits for research are

moving from this institution to University and aided colleges .

- ✓ The management has projects in 500 villages and the staff and students are involved in the projects. The college organized a workshop on “Cattle rearing practice “for the rural underprivileged people for improving their quality of life.
- ✓ The Management and staff members of our college are involved in most of the activities to develop our institution. They are involved in lot of evaluation activities such as observation, assessment and feedback’s. They also provide suggestions to develop the institution; it should be purposive and concerned with improvement of institutional practices related to teaching, training, evaluation and practice teaching.
- ✓ The college may take pro-active measures for the utilization of the research fund provided by the management to promote research.
- ✓ Alongside academic research, the college should encourage institution based, in-house research that feeds into improve of its programs and creation of data base.

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

The students and faculty are encouraged to undertake research for development of content and teaching methods relating to learning to know, learning to do, learning to live together, learning to be and learning to transform oneself and society. Thus, a research, consultancy and extension service undertaken in SCAD Education College has been planned to provide quality education and bring forth sustainable human development.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Infrastructure

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

Yes, the institution has manageable infrastructure facilities, enough funds available with the management and there is still a need for augmenting the infrastructure to keep pace with academic growth.

The College has built up excellent infrastructure and learning resources as per NCTE norms. It is equipped with well ventilated class rooms, labs, multipurpose auditorium, A/c conference hall, rest room for girls, library, store room, sports room, art and craft room, and an administrative office. The institution has established six well equipped labs such as Psychology lab, Physical Science lab, Bio-Science lab, Computer lab, English language lab and Educational Technology Lab. The college has a beautiful arch and a well maintained garden with inspiring statue of Sacred Heart of Jesus at the entrance which creates a serene atmosphere for learning. A family environment is experienced by the staff and the students in the presence of wonderful natural settings and creates an ambience for integrated development of the students with various life oriented skills.

The Main Academic Block has got three floors;

The Ground Floor: It has adequate and spacious general office room, air-conditioned and well furnished principal's office, staff room for male with purified water system and clean toilets, Bio-science laboratory and computer lab with internet facility.

The First Floor: It has adequate and spacious staff room for female staff (7 cabins) with purified water system and clean toilets, Lecture halls for mathematics and physical science which can accommodate 50 students each, girl's rest room with purified water and toilet facility.

The Second Floor: An Educational Technology Lab with modern audio-video and Interactive White Board system, OHP, slide projector, TV, VCD, Lecture hall for English which can accommodate 100 students and lecture halls for Tamil and History.

The Third Floor: Lecture halls for commerce and Biological Science, Psychology lab,

Physical Education room and a well equipped English language lab consists of 20 computers with headphones in working condition.

We have separate auditorium, conference hall which can accommodate 200 students at a time and physical science laboratory.

The students and staff members have purified water system. There are wash basins for staff and students on both the floors to refresh themselves.

Separate hostels for students (boys and girls) with modern amenities are available within the premises. Some of the features include substantial food, 24 hours running water, TV, generator to back up electricity, clean drinking water and doctor on call etc., the students are provided with English and Tamil dailies. The rooms are well furnished with the capacity to accommodate four students per room. The hostel students play out door and in door games like shuttle, badminton, carom, chess etc.,

Separate hostel for both boys and girls are available for accommodating students of sister concerns (Polytechnic, Teacher training, B.Ed., I.T.I, Engineering students)

- Each wing consists of twelve rooms with a capacity to accommodate students.

There is a canteen which caters to the needs of students, staff and outsiders. There is a spacious vehicle stand for both two and four wheelers. There is a generator for continuous power supply.

On the whole our campus is eco-friendly creating family spirit and conducive ambience for all round development with well maintained and utilized buildings.

The amount invested so far for developing the infrastructure is Rs.4.73 Crores.

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

Since the college is run by Social Change and Development Trust, the college has a well established management committee which prepares the annual budget and allocates amount for various needs and passed by the finance committee. Every year the management undertakes maintenance work and in phased out manner the infrastructure facility is improved. Hence a new room is allotted for SUPW, equipments are purchased for science laboratories, computers and Interactive White Board in the ICT lab and equipments for psychology laboratories. Apart from

that, every year some amount is being allotted for the future needs.

The college has started college development committee comprising of the members from alumni association, management representatives and staff. The college development committee will mobilize funds for future needs.

Our future plan is to put up a multifaceted digital library with video conferencing facility.

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

There are various facilities available for co-curricular and extra-curricular activities.

The auditorium which can accommodate two hundred people is used for various programmes and competitions including annual convocation, inter collegiate competitions and other common celebrations. It has got well established public addressing system along with LCD projector.

Conference Hall: Having the seating capacity of 50, it has been well furnished with Air-condition facility and comfortable seating arrangements, ICT facilities for screening movies and video clippings and interactive whiteboard, this hall is used for conduct of seminars, workshops and cultural programmes.

Computer Lab: The lab has 25 computers. This encourages the student teachers to experiment the innovations in designing the invitations, notices, brochures for competitions, preparation of college magazine and visuals for college day and other programmes.

English Language Lab: The audio and digital language lab provides the opportunity to the students to improve their communication skill. The lab has 10 systems where Language Lab software is installed for the use of teacher trainees to improve their spoken English.

SUPW Room: Teacher trainees are given freedom to prepare various creative and innovative teaching aids from the waste and low cost materials. By providing materials they are trained to prepare materials for cottage industries.

Playgrounds: Keeping in mind the need for the development of Psycho-motor domain, the students are encouraged to spend minimum 45 minutes in a day on the grounds including Volleyball, ball badminton and football (Shared with SCAD Polytechnic college). Along with outdoor games facilities, there are facilities for indoor games such as chess and Carom board.

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

The infrastructure is one of the aspects of providing quality education.

- ✓ The sister concerns located within the campus (Polytechnic College, Teacher Training institute, industrial Training Institute and Anbu Illam) utilize our auditorium facilities for conducting seminars, symposium and training programmes.
- ✓ A Faculty Development Programme was organized by the Principal, SCAD Polytechnic College for his faculty members in our conference hall.
- ✓ A faculty development programme for Teacher Training Staff members was conducted in our conference hall.
- ✓ Management meetings, Result Analysing Meetings and Review Meetings of our sister concerns are also conducted in our Conference Hall.
- ✓ The auditorium is utilized for various community oriented programmes by our SCAD project.
- ✓ Our Founders Day is also celebrated in our auditorium in a grand manner by inviting people from outside and students of anbu illam

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

Our institution is aware that “Sound mind is the sound body” and “health is the wealth” and hence there is no stone left unturned to ensure health and wellness of the members of the college.

- The campus has three large bore wells that provide a generous and continuous supply of water. The water in these wells is treated through a water treatment plant and hence students receive clean drinking water.
- Rest rooms are available for girls and boys.
- A canteen supplying delicious and substantial food is established in the premises. The canteen remains open from 8.30 am to 6.30 pm.

- A meditation hall to cater to the spiritual needs of the students is also available. (shared)
- A dispensary setup in Anbu Illam caters to the medical needs of the students. A First Aid box is also available in the college.
- The institution is located 20 kms away from the city. This ensures a pollution free environment. It is conscious about creating an eco- friendly environment.
- Energy is conserved to the maximum by proper maintenance and usage of the equipment. The electrical bills are often monitored and causes for increasing the amount are analyzed.
- An eco-friendly environment is ensured by the classification of biodegradable and non-bio degradable wastes and disposal of solid wastes in proper manner. The buildings are located amidst lush greenery (Sprawling lawns, garden etc)
- A plastic free environment is ensured (i.e.) polythene bags, plastic tea cups are banned and replaced by paper bags and cups.
- Fire safety measures are being taken and fire extinguisher is available.
- To meet the medical needs of the students, a nurse and a physiotherapist are available
- Separate washrooms are maintained for men and women.
- Yoga and meditation classes are frequently conducted.

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

Yes. There are Separate hostels for students (boys and girls) with modern amenities are available within the premises. Some of the features include substantial food, 24 hours running water, TV, generator to back up electricity, clean drinking water and doctor on call etc. The students are provided with English and Tamil dailies. The rooms are well furnished with the capacity to accommodate **four** students per room. The hostel students play out door and in door games like shuttle, badminton, carom, chess etc., Separate hostel for both boys and girls are available for accommodating students of sister concerns (Polytechnic, Teacher training, B.Ed, I.T.I, Engineering students)

- Separate wings are allotted for B.Ed. and D.T.Ed. students.
- Each wing consists of twelve rooms with a capacity to accommodate students.

4.2 Maintenance of Infrastructure

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

BUILDING

- ❖ There is a full time civil engineer to maintain the building and staff have been appointed to maintain the building, staff room, class rooms neat and tidy.
- ❖ The classrooms and lecture halls are well ventilated and provided with adequate number of chairs and tables, green, black and white boards, tube lights and ceiling fans. Repair work is done as and when necessary.
- ❖ There are ample drinking water facilities inside the campus. The students and the staff are provided with pure drinking water with the help of a water treatment plant and faucets. The lavatory facilities are adequate for boys and girls.
- ❖ Every now and then efficient electricians are pressed into service to check the electrical cable and wiring. The breakdown of the electrical appliances is attended to immediately. The plumbers regularly maintain the water connections.
- ❖ By means of 62.5kv generator, un-interrupted power supply is ensured. A coin box phone which is provided by the college is utilized by the students for effective communication.
- ❖ ATM is also available.

Laboratories

- ❖ The institution has six laboratories namely biological science, physical science, psychology, educational technology, and computer and language communication labs. Each lab is maintained by the respective faculties who maintain the stock and keep them

in tact. An electrician attends to the repairs of cables and maintains the electrical appliances.

- ❖ An inverter with the capacity of 5 kv with 10 batteries are kept in the computer lab.

Computers

- ❖ The computers are set up in the administrative office, principal's room, library and computer lab are maintained by a system administrator. The technical staff undertakes the regular day to day maintenance. They see to it the repairs are done promptly and the systems kept in good functioning order.

Furniture

- ❖ A skilled carpenter is appointed for the upkeep of the furniture. Painting is done once a year and the damaged pieces are noted and a list prepared at the end of every year and they are either replaced with new ones or repaired.

Sports Equipment

- ❖ Sports activities are conducted by a Physical Education Director. He maintains stocks and replaces the worn-out equipment and does fresh purchase of equipment.

Transport / Vehicles

- ❖ Experienced mechanics handle the vehicles.
- ❖ Regular maintenance checkup as prescribed by the traffic authorities are carried out. "Pollution under control certification" is periodically produced.

The institute prepares the budget in consultation with college finance committee and management finance committee. Later it is approved by the Governing Body. The fund is collected from the management and fee collection. Below is the table showing the budget allocation and its utilization in the last five years

Table showing the budget allocation and its utilization in the last five years

year	Building		Labs		Furniture		Equipments		Computers		Transport	
	allocation	Utilization	allocation	utilization	allocation	utilization	allocation	utilization	allocation	utilization	allocation	utilization
2015 -16	0	0	75000	59000	0	0	0	0	12000	10400	0	0
2014 -15	0	0	0	0	0	0	0	0	10000	8850	0	0
2013 -14	0	0	15000 0	133000	100000	61330	0	0	0	0	0	0
2012 -13	10000 0	9695 0	20000 0	200000	150000	126380	0	0	100000	94076	0	0

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

The college General Manager takes care of the **maintenance** of the building with the help of the campus workshop. Through Annual Maintenance Contract the electronic instruments are maintained. Further, the repairing and maintenance of the whole building is done annually in the month of June. The plans for the new buildings are also undertaken by the General Manager with the approval of the Chairman.

- ❖ The whole infrastructure is utilized for the integral growth of the students.
- ❖ The library is open for the students from 9.00a.m to 5.00p.m. They make use of the library for reference, for personal perusal and extensive reading. The library is made available for the alumni, staff and students of the umbrella institutions on request.

- ❖ The Air conditioned Conference hall is also used for faculty development programmes, workshops and seminars of all umbrella institutions in the premises
- ❖ The multipurpose auditorium is also used for academic activities of the students of umbrella institutions in this premise.
- ❖ In addition to the preparation of power point presentation and browsing, students learn different languages and utilities in the computer lab.
- ❖ Spoken English classes are conducted for the students after the class hours.
- ❖ TET/TRB coaching classes are conducted for students.

The furniture is well maintained and they are well utilized during the time of seminars, meetings and common celebrations. Inventory and stock registers are maintained. The rooms and verandas are swept everyday by the co-workers. The gardener maintains the garden green. All efforts are taken to avoid wastage and damage of property. The campus is kept eco-friendly.

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

Constant effort is taken to keep the campus green and not to disturb the eco - balance in the following manner

- The entrance is very welcoming with lush green lawn, variety of medicinal and ornamental plants. More number of trees are found in the campus to maintain the eco-friendly atmosphere. Tree felling is strictly prohibited, unless it is warranted for a serious reason.
- To create an environmental awareness poster are displayed at different places in the campus. The students are motivated and trained to use dust-pins for a litter-free zone. Utmost care is taken that no waste accumulates in any corner of the campus.
- A green, clean eco friendly environment is ensured by the maintenance of a green campus. The institution bans plastic products. Bio – degradable and non – bio degradable waste are separated and disposed of. Thus an effective waste management is ensured.
- Campus is free of pollution, plastic, smoke and spits.
- Regular pest control is undertaken.

- Rainwater harvesting systems, drainage systems are properly maintained. Good drinking water is provided by RO systems.
- Students are encouraged to prepare teaching aids out of waste and low cost, eco-friendly materials.
- The Bio Science students have identified the different plants found in the campus with proper botanical names and displayed through name boards.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and a technical staff.

The Librarian coordinates the planning, buying books and maintenance of the library along with the library advisory committee.

The librarian takes care of the distribution of the books to the satisfaction of the students and the staff with help of the ROVAN-LMS software.

There is a library committee which discusses the functioning, needs and procurement of books. In consultation with the committee and the teaching faculty, the principal orders the necessary books and journals with the permission of the General Manager. The library has been completely automated and OPAC and Bar Coding system are well utilized.

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

S.No.	Titles	Number
<i>1</i>	Total number of titles	3202
<i>2</i>	Total number of books	5374
<i>3</i>	Number of Journals	16
<i>4</i>	National	15
<i>5</i>	International	01
<i>6</i>	Journal Back Volumes	69

7	Number of Magazine	02
8	Encyclopedia	10
9	Reference Books	100
10	News papers	02
11	Number of Educational CDs/DVDs	100/14
12	Maps	10
13	Globe	01
14	Computers	02
15	Photo copier	1
16	ROVAN –LMS software	Yes
17	Book Bank Books	100
18	Bar Coding System	Yes
19	Internet Connectivity	Yes

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

The College library is a treasure of the institution. It should be augmented, updated and maintained with utmost care. There is a library committee which looks into the needs and functioning of the library. The committee meets twice in a year and sometimes often depending upon the need. The committee also examines, the proposals and complaints if any given by the staff and students and a final decision is taken. The library committee consists of Principal, Librarian and two staff members.

The catalogues of different publishers are made available to the staff who selects the books as per their requirements. The principal in consultation with the librarian orders the same list of books.

The students have open access to library. Old copies of all the journals and periodicals are bounded and kept as back volumes. There are educational related journals and other journals. There are separate one rack for journals, 2 racks for back volumes and a separate almirah for

educational DVDs; there is a separate section for reference and for each subject is allotted with a separate rack which helps the students to locate the books easily. Thus there are 16 book racks.

The following members are actively functioning in the Library Committee.

S.NO	NAME	DESIGNATION
1.	Dr.V.Akila Ruby Shanthakumari, Principal	president
2.	Dr.Caroline	Vice - President
3.	Mrs. Uma	Secretary
4.	Mr.R.Sam Jebadurai	Member
5.	Mr. Kannan	Member

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

Yes. The library has **ROVAN LMS** software which helps the students and staff for easy identification, location and availability of books on the basis of author, title and keyword/content. The establishment of **Bar-Coding system** makes the borrowing of books easy for the students as well as the staff.

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

Yes, the college library has three computers for its normal functioning; one computer with ROVAN-LMS software with Librarian for transaction of Books other two computers for OPAC purpose for staff and students. The Centralized Reprographic facility is used by the user of library The staff and students are given free internet facility throughout the day.

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

Yes. All the staff members of the college are given ID and password to utilize the

Inflibnet-Nlist service through the Wi-Fi internet connectivity. It helps them to download studies related to their subjects.

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

The library is kept open during 6 working days in a week from morning 9.00 a.m. to 5.00 p.m. In an academic year, it is kept open for 280 days. It works for 8 hours daily from Monday to Saturday. On summer holidays it works from 9.30 in the morning to 01.00 p.m. in the evening.

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

Arrival of new books is announced in the respective class rooms. The books are displayed on a separate table in the library and the lists are put up on the notice board. New arrivals can also be seen through OPAC. When the syllabus is revised annually, the new arrivals are added in the reference section.

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

Yes. In the beginning of the year students are exposed to the availability of the Book Bank and the instructions are given before using the book bank books. Since 90% are coming from poor families, the college does not charge them anything. Each student is allowed to take 2 books from the book bank. Almost all the subject students are utilizing the Book Bank Books.

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

Mostly Physically challenged students join the B.Ed. course very rarely visually and hearing impaired students join the college. They are helped both in the hostel and in the library. In the library, the librarian is always ready to help those students to locate and take books.

4.4 ICT as Learning Resource

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

The institution has a computer lab which includes twenty five systems with internet and intranet facilities. The budget allotted for computers was Rs.250000. Many lessons are taught through power point presentation.

- ❖ The students have to prepare power point presentation and digital lesson plan to teach their subjects in schools.
- ❖ “Information and communication Technology” is offered as one of the paper.
- ❖ The students are encouraged to present their seminars through power point in the college as well as outside.
- ❖ Training on the MS Office software and utilities are provided to the students during the work experience period.
- ❖ Students are allowed to browse the internet in the computer lab and library.

Before leaving for practice teaching, the students are trained to handle OHP, LCD, slide projector and computers. During internship they prepare power point presentations, transparent sheets for OHP and slides. They can be put to best use if the schools provided them an opportunity.

The computer lab contains the hardware facilities like printer, UPS, headphones, Speakers and software CDs. Students are trained to use SMART class

The computers have the software like Microsoft Office, Visual Basic, C, C++, HTML, Dream Viewer, Flash, Adobe page Maker, Adobe Reader, Convertors, Sony Sound Forge, Adobe premiere and so on.

All the staff and students are freely allowed to make use of the computer lab and internet facility.

The college has an excellent Educational Technology lab with all the electronic facilities. Students and staff are trained to make use of Interactive White Board (IWB), DVDs and LCDs. There is an excellent and attractive language laboratory for developing communicating skill and phonetics for student teachers. Over head projector, Slide projector and filmstrip projector are

also available.

Students are encouraged to use PowerPoint presentation in their subjects and other classes. During free hours educational CDs are screened. Both language and computer laboratories are well utilized even after the class hours. Students are divided into different groups to learn correct and better spoken English by using language software. All these practices ensure the optimal use of ICT facility.

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

Yes. The college has a special provision in the curriculum for imparting computer skills to all the students, since those skills are very important in teaching – learning process.

There is a paper on Information and Communication Technology which deals with the basic knowledge of computers, use of word, excel, PowerPoint and internet. Because of these classes, the students learn to create e-mails, blogs, Social network etc. which are also included in the practicum.

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

The college staff members use ICT facilities like computers with internet, LCD projectors and interactive white boards to make the students to be active in the teaching-learning process. They prepare the classroom materials in the form of word documents, power point slides and movies. The digital language laboratory is utilized in the language teaching.

The students are taking seminars and submit assignments in digital form. The Physical Science students prepare linear programming and Computer science students prepare computer based courseware. They also prepared digital lesson plan for all optional subjects.

Whenever the staff members are on leave, the students have the opportunity of utilizing the educational CDs in their classrooms.

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

The student teachers are encouraged to develop ICT based lesson plans and Digital lesson plans where the students are expected to use the ICT for introducing the topic, developing the concept and evaluation. Here, the ICT helps the student teachers, to down load pictures, events, stories, animated slides, ppts, as teaching aids which are to be used in the process of teaching and learning. To draw maps and other teaching aids the students make use of the technology. To prepare flash cards students downloaded materials from the internet. In Intensive teaching wherever ICT facilities are available they make use of it for their class presentation.

During the transaction of the lessons in the classrooms, number of questions are raised by the teacher through the power point slides. This leads to an effective interaction between the teacher and the students.

4.5 Other Facilities

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

a) Infrastructures shared with umbrella institutions:

The following facilities are available on shared basis with SCAD Polytechnic and SCAD Teacher Training Institutions.

- The multipurpose hall is shared by other institutions for conducting seminar and faculty development programmes.
- Music room is used to conduct music classes
- The multipurpose hall is used for conducting seminars for the project staff and the villagers.
- Psychology lab is used by the student staff special Teacher Training Institute of ponnakudi.

SCAD maintains an efficient transport system that operates on shared basis. There are 10 buses and vans which give access to all parts of Tirunelveli are frequently utilized by all the umbrella institutions located in the campus.

b) Infrastructures shared with other institutions:

- Our multipurpose hall is shared with FX polytechnic staff for conducting Faculty development programmes.
- Our multipurpose hall is used by Scad Polytechnic, Scad Teacher Training for conducting Faculty Development Programmes.
- The AC conference hall is used for conducting Executive meeting for the Project Staff.
- The police department of cheranmahadevi conducted essay and elocution competitions under the theme “Public support for the police”. The programme was organized by our institution in our campus.

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

The college has excellent collection of recent DVDs and educational video cassettes of communication skill and phonetics in the language laboratory to make the students develop their communication and phonetics skills. Along with those, we have CDs on small projects, spoken English, methods of teaching, proper pronunciation, historical dramas and one act plays, life history of leaders. These materials are used for learning and practice teaching.

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

The college has a well equipped computer laboratory, physical science laboratory, bio-science laboratory, psychology laboratory and language laboratory. Advanced computers and various biological specimens, apparatus and chemicals are maintained in the laboratories by replacing old materials. Various psychological experiments are demonstrated to students in the psychological laboratory. Special class hours are allotted for them to make use of those laboratories. Students are asked to maintain record note books. Many students use computer laboratory even after the class hours.

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

The multipurpose hall is well used for gathering of the students during the leisure time and converted in to indoor games room during the non – working hours.

Socially useful and productive materials are available at the SUPW room. The college has a common workshop for all the three institutions. Various musical instruments like key board and tabla are available for the access of the students.

Sports room has items like shot put, basket ball, volley ball, shuttle cork, chess, carom board etc.

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

Yes. The college has a SMART class room, LCD projectors and computers are installed in all the classrooms.

4.6 Best Practices in infrastructure and Learning Resources

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

Use of computer has become part and parcel of our teaching learning process.

- The faculties are encouraged to enhance the teaching-learning process with the use of technology.
- Most of the faculty members use PPT presentation for teaching.
- National level seminar related to ICT had been organized by and for our faculty members.
- Faculties encourage the student teachers to give assignments in PPT.
- Implementation of the Techno-based pedagogy

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

- Implementation of Techno-based pedagogy
- Preparation of CAI packages by Mathematics, Computer Science and Physical Science student teachers.

- Installation of Interactive White Boards (IWB)
- Preparation of digital lesson plan

4.6.3 What innovations/best practices in infrastructure and learning resources are in vogue or adopted/adapted by the institution?

- Resourceful Library with Book bank books and Journals,
- Well established Computer lab with Internet.
- Smart class room is available
- Well equipped language laboratory with modern facilities
- Well furnished conference hall with A/C facilities
- Well equipped subject laboratories
- R.O water purifier in all floors
- Meditation hall to cater to meet the spiritual needs of the students
- Eco – friendly environment

Additional information to be provided by institutions opting for Re-accreditation/Re-assessment

1. What were the evaluative observations made under infrastructure and learning resources in the previous assessment report and how have they been acted upon?

Observation:

- More latest equipment needed in labs
- Number of books, journals (National and international) on Teacher Education and Research needs to be increased.
- Reference section, Research publication and E – sources are to be strengthened
- E – content developed by various bodies like NCERT,NCTE etc., need to be part of ICT lab

Action taken:

- ✓ All the labs are well equipped with equipments as prescribed by the Tamilnadu Teachers Education University.

- ✓ Adequate Number of books and journals on teacher Education are available in our library.
- ✓ Reference section is strengthened. Staff members are encouraged to publish research articles.
- ✓ E-content materials are downloaded and they are kept in the library.

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

After the NAAC recommendations the college has taken pro-active measures.

- Smart classroom facilities for effective teaching-learning
- Beautification of eco- friendly garden.
- To strengthen the B.Ed. programme more books on philosophy, psychology and technology have been purchased according to the TNTEU syllabus.
- The classrooms are equipped with LCD projectors.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

The institution organizes the induction program in the beginning of the academic year and organizes various programs to identify social skills, interpersonal skills, The institution assesses the students' preparedness through the following activities.

During the Admission Process

The principal personally interviews all the students when they come to report to the institution after all the admission formalities are completed by the central admission cell. This helps in collecting personal information and to know their interest towards the teaching profession.

Induction Program

Communication skills, self-awareness and self-confidence of the students.

Cultural day

The institution provides an opportunity to showcase the individual talents, special achievements and hobbies.

Attitude towards Teaching Profession

It is identified through personal interaction with the students and sharing of their experiences.

Assessment of Entry Behaviour

In the beginning of the academic year the institution conducts pre-test to know their Communication skills, Computer skills and content knowledge in school subjects.

Orientation Programme

Course orientation programme is organized to provide insight of the B.Ed. programme. The most fundamental element of our educational programme is the student teacher's preparedness. Immediately after the admission, they are divided into groups by a preliminary

English test; a well designed Bridge course on Fundamentals and Communicative English is conducted. During the course, they are provided with different course materials according to their needs. Handwriting training is also given towards the end of the Bridge course.

At the second stage, a two day orientation cum personality development programme is conducted to the B.Ed. student teacher's by the senior faculty members and experts from outside which enable them to be prepared for the training in the academic year. It also creates awareness about the strength and weakness of the person and the areas to be improved upon to be an effective teacher.

The quality of the education programme is well nurtured by the mentors, the availability and approachability of faculty members, career and placement cell, library resources, laboratories and ICT resources. Moreover, academic prior notices, course plans, SIM and calendar ensure the reception of appropriate academic and professional instruction to the student teachers.

The mentor system, counseling programme and the easy access to the faculties facilitate student teachers all round development all through the year. The special attention to low achievers and the remedial instruction help the student teacher's a lot in their completion of the teacher education programme.

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

The institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students in the following ways:

To promote motivation

The infrastructural facilities facilitates healthy learning environment among the students' trainees. The vision, mission, quality policies and achievements of the institution are displayed to motivate the students to set their goals and objectives for learning.

The awards for the meritorious students and the scholarships available for deserving students are the source of motivation. Identification and appreciation of individual talents motivates them for active participation in all the curricular and co-curricular activities.

Interaction with alumni students provides confidence and motivates them to involve in academic

activities. The services provided by the Placement cell motivate to develop professional competencies.

Satisfaction

Healthy and conducive environment of the institution ensures satisfactory learning. Opportunities are provided for participatory learning and experiential learning which guarantees satisfaction. Qualitative academic achievement of the institution over a period of time provides satisfaction. Well qualified and experienced faculty members and the academic support extended by them provide satisfaction.

The instructional facilities like well-equipped library and its facilities, computer lab, internet facility, canteen facility, playground satisfies the basic academic and personal needs of the student teachers.

Development

The innate talents and potentialities of the students are nurtured through various curricular and cocurricular activities. The student development is enhanced through mentoring system. All the curricular and co-curricular activities revolve around the personality development of the student teachers.

Mentoring System

Effective mentoring and personalized guidance and counselling promote growth and development of the students. Small group activities under simulated condition help in development of teaching skills.

Performance Improvement

Individual attention and encouragement is provided for performance improvement. Continuous and comprehensive evaluation with constructive feedback enhances the performance of the students. Adopting effective instructional strategies facilitates performance. Library resources also contribute towards improvement in the performance of the students.

The social needs are satisfied by a compact and congenial environment; in particular group games and recreation along with other group celebrations in the campus bring the teacher trainees as one family.

A stimulating, favorable, propitious and flexible environment for learning is formulated and sustained for them through the infrastructure, spacious and ventilated hi-tech classrooms, slogans on the verandas, extension lectures, subject club activities, intra-mural and inter-

collegiate cultural competitions by student teacher's council, sports, scholarships, different modes of internal assessments, personal guidance through mentor system, leading and co-ordinating the college events or functions by the student teachers etc. ensure the motivation, satisfaction, development and performance improvement of the student teacher's.

Our teachers' genuine passion for teaching with a strong sense of dedication, healthy interpersonal relationship and interaction with the student teacher's also motivating the student teacher's to perform well. On the whole the campus is student teachers-friendly, learning is learner-centered and approach is participatory.

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

No drop-out rate after admission in the last five years.

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

The Career and Placement Cell plays a vital role in providing information about job opportunities in the schools by organizing campus interview in the college. Every year almost 1/3 of the student teachers are getting jobs through campus interview. For the student teachers, those who are going for higher education, the information regarding the entrance test and other announcements are displayed through the Career and Placement Cell.

Exam passed

Academic Year	TET	TRB	SLET	NET
2013-2014	05	04	06	01
2014-2015	-	-	-	01
2015-2016	-	-	-	-

Academic year	Profession	No. of Student teacher's	
		Male	Female
2013 – 2014	Teacher	6	--
	Lecturer	1	17
	LIC - Agent	1	--
2014 – 2015	Teacher	2	14
	Railway clerk	1	--
	Assistant Manager (In a Company)	1	--
2015 -2016	--	--	--

5.1.5. What percentage of student teacher's on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

The majority of the student teachers choose for higher studies. The percentage of student teachers who opt for higher studies and those who choose teaching career is given below.

Academic year	Percentage of student teacher's (%)		
	In Teaching	In higher Studies	Others
2012 – 2013	23	37	40
2013 - 2014	16	24	60
2014 - 2015	23	47	30
2015-2016	—	—	—

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

Yes, the institution provides access to the library and other educational resources and information including Audio/video and human resources to the student teachers after graduating from the institution. The staff members are always available for guidance and consultation. The Alumni association organizes the get-together of old student teacher's every year; this becomes an opportunity for the student teachers to familiarize with the modern developments in the process of teaching learning and ICT resources. Thus the resource of the campus is always kept open for the student teachers.

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

Yes. The institution provides placement services through the Career and Placement Cell. It was started in the academic year 2006-2007 with principal as chairman and a staff as Co-ordinator. The committee meets at least twice a year. The main objective of the cell is to collect information regarding the job available and the courses for professional enrichment. Therefore the staff in charge after collecting information regarding vacancies from the newspaper, magazine and from other institutions displays the same on the notice board. At the end of the academic year, campus interviews are organized according to the convenience of the recruiting institutions. During the academic year, experts are invited to enlighten the teacher trainees on resume writing, techniques for facing the interview and personality development.

Number of employing of placement in teaching, higher studies individual in the last two years.

Year	No of Schools Visited	No of student teachers attended	No of student teachers got placement
2013-2014	3	28	07
2014-2015	2	25	04
2015 – 2016	–	–	–

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

S.NO	Difficulties faced	Solutions
1	There is constraint with regard to providing placement of Tamil medium students in English medium schools due to lack of English language proficiency.	Spoken English classes are conducted and training is provided
2	Most of the Tamil medium students aspire for jobs in government schools	Guidance is provided to the students
3	Female teachers prefer to work in schools in the nearby locality to balance between work and life.	As far as possible nearby schools are identified and recommended for Placement.

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

Since most of the intensive teaching practice schools are aided and government schools, the recruitment policies are decided by the government and private management.

The student teachers got appointments in our teaching practicing schools by their competence and commitment during the last four years (2011-16).

Year	Number of school visited	Number of student teacher's attended	Number of student teacher's got placement
2011-2012	3	40	10

2012-2013	5	35	11
2013-2014	3	28	07
2014-2015	2	25	04
2015-2016	-	-	-

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

There is a separate committee for career and placement. The committee meets twice a year to plan the activities of Career and Placement Cell. The co-ordinator arranges the programmes of Career and Placement Cell with the help of the committee members and the informal meeting with the principal. Necessary facilities like computers and storage facility have been provided by the management to the Career and Placement Cell to maintain the database about the present job of the student teacher's. The Career and Placement Cell is funded by the management to meet its expenses. The career and placement cell is functioning in collaboration with the placement officer of SCAD engineering college.

5.2 Student Support

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

1. The curricular activities are segmented according to its nature as co-curricular and extra-curricular activities. Those activities are planned, executed, monitored, evaluated and revised by various committees namely IQAC, Student teacher's Grievance Redressal cell, Maintenance Committee, Counselling committee, Library Advisory committee, steering Committee, Anti-ragging Committee.

2. Besides that, feedback from the experts and student representatives are received through IQAC which meets twice in a year to evaluate the curricular, co-curricular and extra-curricular activities of previous Academic year and to plan the activities of the ensuing academic year. The steering Committee meets to support and supplement the role of IQAC.

3. At the end of the half year, the teaching and learning process are evaluated through the feedback questionnaire by the student teachers. Based on the above, the forth coming activities are planned and executed.

4. The Alumni members and the educationists who are well represented in various committees present valuable feedback and suggestions to improve the curricular mechanisms.

5. In addition, feedback in terms of suggestion and modifications are received from the members of the practical commission. Mean while, the College is receiving feedback from the delegates and resource persons on its themes while conducting seminars and workshops at State, National and International levels.

6. At the end of the course, feedback forms are distributed to the student teachers in order to receive integrated opinion about the course, curriculum, teachers and teaching-learning process.

All together, through academic calendar, Syllabus, Time table, Monthly plans, Course Plan, Notice Boards, College Website, Mentor-Ward System, Counsellors, active involvement of staff members and through various committees of the college the curricular, co-curricular and extra-curricular programmes are planned, communicated across the institution, evaluated and revised which assure the quality of higher and professional education.

5.2.2. How is the curricular planning done differently for physically challenged student teacher's?

According to the norms of the State Government, they are given admission to access the course. A comfortable feel of stay is assured by providing hostel rooms at ground floor, near to toilets and refectory. Regarding recreation, indoor games namely Carom and Chess are available for them. According to their deficiency, if needed they are given extra time for writing exams or separate hall arrangement in the ground floor respectively.

Besides that, the latest technologies available in the classrooms and interactive white boards enhance the learning process of student teachers, especially physically challenged student

teachers. The physically challenged student teachers are given the psychological and social support by their peer group and the staff members in all the ways possible. The empathetic attitude of staff, student teachers and the management does make them feel at home.

On the other hand the normal student teacher's gain a good experience of being with the special student teachers and create a positive and helpful attitude towards the physically challenged student teachers. In the syllabus of B.Ed., there are units and papers added about the special children, so that the normal student teachers become aware of the nature and needs of the special student teacher's.

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

Yes, the mentor system in the college functions in the name of mentor-Ward system. Each faculty member is allotted with 10 student teachers. There is a separate diary for mentor system which contains the information related to personal, academic, social and economic aspects of the student teachers. In possession of this information, the mentor is able to interact with the individual meaningfully and guide them towards the better future. There is a special hour in the time table, allotted for the interaction with student teachers. Outside the class hours too, the student teacher's receive academic and personal guidance from the mentors. Based on the interaction with the student teachers, the mentors submit the necessary suggestions like psychological and economical support if any for the improvement of the student teacher's to the principal for further action. A full time councilor is also helping the student teacher's for solving problems.

5.2.4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of student teacher's?

The college has a band of talented and committed staff members and the esteemed service of them help the institution march towards potential for excellence. The following are the various provisions to enhance the effectiveness of the faculty in teaching and mentoring.

- **Orientation:** In the beginning of the academic year, the staff members are given orientation by the Chief coordinating Officer about the vision & mission of the institution, the expectation of the management and the area to be focused in the current year.

- **Faculty Development Programmes:** To enhance the potential and capacity of the staff in teaching, learning, research and guidance, the management organizes seminars and workshops on various latest themes. The college provides back-up and financial support to the faculty members who are participating and presenting papers in the seminars and workshops at national and international levels.
- **Facilities:** The institution has a compact and eco-friendly campus where the faculty members have separate cubic and seating facility. An ICT lab with internet facility makes the staff to learn and prepare the materials for their teaching. All the classrooms are hi-tech and every one makes use of it for their teaching.

A 62.5 KV generator does not allow the faculty and student teacher's to feel the absence of power supply. The interactive white boards and latest books in the library enhance the knowledge of the faculty members and enable them to mentor the student teachers. The course plans of the faculty members make them focused to the core and enlighten the learners to be aware of the topic to be taught and reference books to be seen.

- **Reinforcement Mechanisms:** The staff members are appreciated by the chairman and the Principal through the staff council for their dedicated and committed service. Further, the members of the families of staff are brought to-gather on the occasion of founder's day and Annual day celebrations. This serves as an opportunity to recognize the services of the staff members with gratitude through celebrations and dinner. The management also hosts a one day outing for the teaching and non-teaching staff annually to experience the fellowship of a family.
- **Awards and Honours:** The dedicated service and the achievements of the staff members are wholeheartedly cherished in terms of cash awards and gifts on the occasion of Annual day celebrated in collaboration with umbrella institutions. The college also recognizes the service of the staff members on the college day.
- **Professional Development:** The staff are also given the freedom and the flexibility to move out of the campus as resource persons outside the institution. They are granted permission to attend seminars, workshops and pursue higher studies.
- **Inward Journey:** The staff members are also provided with a one day picnic for their self-realization and recharging the spirit of commitment and dedication. Spiritual atmosphere is created and their faith is strengthened through occasional prayer meetings.

- **Mentoring the Prospective Teachers:** The staff members are encouraged to freely associate with an eye of developing the prospective teachers to be fruitful citizens with proper attitude and behaviour. Since all the programmes, conducted in the campus are value based and participatory, there is a mutual growth between staff and student teachers; this also helps the staff to have better understanding of the student teacher's leading to proper guidance.

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

Yes. The institution has its own website. The website is updated once in a month. College Website committee is monitoring the college website. The committee is appended.

The design and updating the website is done by the computer programmer with the support of others. The details of the college website is given below

www.scadcoe.ac.in

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

Yes, academically low achievers are identified through formative evaluations like oral questioning, class tests and weekly tests and Continuous Internal Assessments. The major strategies followed by the institution are the **Co-operative learning** and **Dynamic group formation** where the slow learners and toppers form a group and come together in order to share the learning experience. Separate guidance is given by the subject teachers even after the class hours. Re-tests are conducted, when there is a need. Through Assignments, Spoken English programme, Tongue twisters Exercise, Recreation in English, Evening special Classes, using Digital language lab and Group Discussion under the leadership of the concerned staff and the class leaders and by forming dynamic group the low achievers are given special training.

Besides that, CDs as CAI packages and SIM in the library are available for the access of the student teachers which becomes a self learning material for all the student teachers to learn according to their pace.

5.2.7 What specific teaching strategies are adopted for teaching?

(a) Advanced learners

The faculty members employ lecture cum discussion method through multi-media presentation. The course plan is presented earlier, the advanced learners come to the class with preparation and question-answer is conducted. They are provided with a list of excellent reference books in the library. They come to know these reference books through the course plan. Besides that, many reference books are available for competitive examinations. With the guidance of the staff, the advanced learners are preparing for the competitive examinations. They are also assigned some ICT based challenging assignment topics. Their potential is used as leaders of the group to motivate the slow learners.

(b) Slow Learners

Whereas for the slow learners are identified through formative evaluations like oral questioning, class tests and weekly tests and Continuous Internal Assessments. The major strategies followed by the institution are the **Co-operative learning** and **Dynamic group formation** where the slow learners and toppers form a group and come together in order to share the learning experience. They are provided with SIM, hand outs and class notes for their easy reference. Team teaching, arranging special classes and co-operative learning strategies are followed.

In general the staff members pay special attention through the mentor-ward system to optimize the potentials in all the ways possible with their guidance and support.

5.2.8. What are the various guidance and counselling services available to the student teacher's? Give details.

Guidance Services are done through Career and Placement Cell and mentor-Ward system. There is a separate notice board for career guidance cell on which announcements are displayed regarding competitive exams, entrance exams, recruitments and higher studies. It organizes extension lectures on How to face the interview?

A full time counsellor is appointed. She is meeting the student teacher's regularly. Counselling services are provided to the student teachers by the Counsellor regularly. The counselor after listening to the student teachers, she shares with the principal, if anything is to be rectified or improved

5.2.9. What is the grievance redressal mechanism adopted by the institution for student teacher's? What are the major grievances redressed in last two years?

The following are the committees through which the grievances of the student teachers are redressed.

- i. Women's Grievance Cell
- ii. Disciplinary Committee
- iii. Anti-Ragging committee
- iv. Student teacher's Council

Above committees are outlets for expressing their difficulties and problems of the student teacher's. Though the student teachers are free to approach the principal with their grievances, there are other mechanisms like suggestion box taking care of the grievances and appeals of the student teachers from different dimensions.

Most of the grievances reach the management, through hostel warden, mentors and student teacher's council. Drinking water terminals in different places change of library timings for access, change of time table in the internal examinations were taken into considerations and the College has done the same for the welfare of the student teachers. Since the college is following strong mechanisms against the grievances, the possibility for any type of grievances is less in number.

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

The programme assesses the entry behaviour of the student teacher's by conducting preliminary English Test and Personality Orientation programme. In the following three sections through various stages given below the progress of the candidates are monitored and advised.

Teaching

- Micro teaching Demonstration, Episode writing and Practice.
- Training and Evaluation of writing Lesson plan for Macro Teaching
- Preparation of teaching aids
- Peer teaching in the college.
- Evaluation by guide teachers

- Evaluation by mentors and head masters of intensive teaching schools
- Peer Evaluation by the student teachers
- Evaluation by teacher educators
- Evaluation by external examiners

Theory

- Formative evaluation by classroom interaction and group activities
- Three internal tests and three model tests
- Different modes of internal assessments like practicum, seminars, assignments, week tests, Quiz and so on.
- Academic year Examination

Records

- Records based on School based Activities
- Records based on Teaching
- Records based on Extension Activities

Apart from the above, the transformation of the personality in terms of behavior and attitude is very much observed and valued by principal, staff and the hostel officials.

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

Pre-Practice Preparation

- The system ensures the competency of the student teacher's by Micro teaching, training on the preparation of lesson plans, Demo teaching by the subject teachers, training for preparing charts and models, diagnostic and achievement test, instructions on writing records, meeting with teachers of the school.

Practice Preparation

- The schools for intensive teaching practice are arranged by the college through Chief Educational Officer. All the intensive teaching practice schools are in and around Cheranmahadevi, Tirunelveli for the convenience of the

student teacher's. At the time of practice teaching, the teacher educators have frequent visits to the schools to guide the student teacher's to incorporate the micro teaching skills in their practice teaching. The teachers of intensive teaching practicing schools, headmasters, teacher educators and the student teachers are also given evaluation forms and assessment tools for frequent monitoring and advice. Besides that, the student teacher's are asked to meet the concern teacher educators once in a week in order to get the feedback about their teaching and to get guidance to improve the same.

5.3 Student Activities

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

List the current office bearers

Give the year of the last election

List Alumni Association activities of last two years.

Give details of the top ten alumni occupying prominent position.

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

Yes, the institution has alumni association. The list of the office bearers are given below

(i) ALUMNI ASSOCIATION (2013-2014)

President	Mrs.Max Anne
Vice President	Mr. Shunmuganarayanan
Secretary	Mr.Chankancharavarthi
Executive Member	Miss.Gnana Grace

The Alumni occupying prominent positions are listed below

1. Mrs. Max Anne
2. Mr. Arun
3. Mr.Siva Subramanian
4. Miss.Nandhini

5. Miss. Bala Priya
6. Mr. Sasi kumar
7. Mr .Shunmuganarayanan
8. Mr. Chankancharavarthi
9. Miss. Gnana Grace
10. Mr. Thanga raj

The Alumni Association has contributed much to the growth and development of the institution. It takes active interest in the overall development of the institution, including its regular programme. Their contribution is derived by having them as active members of various committees such as Career and Placement Cell and IQAC. Since the Alumni members are also the members of College Development Council, they are directly involved in the growth and development of the College. Their valuable evaluations and suggestion through these committees are considered by the institution for further development.

5.3.2. How does the institution encourage student teacher's to participate in extra curricular activities including sports and games? Give details on the achievements of student teacher's during the last two years.

The institution encourages student teachers to participate in extra-curricular activities including sports and games. There is a full-time Physical Education Director. The student teachers are actively participating in sports and games.

The facilities available for outdoor games are as follows

S.No	Men	Women
1	Volley ball	Throw ball
2	400mts	400 mts
3	200 mts	200 mts
4	100 mts	100 mts
5	Shot put	Shot put
6	Long Jump	Tennikoit

7	Jakelin	Discus
8	Discus	-
9	High Jump	-

Facilities are available for the following indoor games

1. Chess
2. Carom Board

The following paragraphs explain the extra-curricular activities taken place in the institution including sports and games during the academic years 2012 – 2013, 2013-2014 and 2014-2015.

SPORTS AND GAMES

Year	Sports
2012-2013	400 mts,200mts Run Shot put Discus Throw Long Jump
2013-2014	400 mts,200mts Run Shot put Discus Throw Long Jump
2014-2015	400 mts,200mts Run Shot put Discus Throw Long Jump
2015-2016	400 mts,200mts Run Shot put

	Discus Throw
	Long Jump

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

The institution has been publishing the college prospectus annually.

The students have brought out materials like newsletters, albums, evaluation tools, posters, games and programmed instruction materials in their specialization subjects.

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

Yes, the institution establishes the student teacher's' council every year. The student teacher's Council is constituted by giving equal representation to men and women. In particular, these representatives are elected from each course, optional. From these representatives, the Chairman, Vice Chairman, Secretary and Joint secretary are elected.

Objectives

1. To develop the leadership quality among the student teachers.
2. To enhance the relationship between the management and the student teachers
3. To develop the team work and unity among the student teachers.
4. To receive feedback and ensure the quality of the programmes.
5. To develop the decision making skills among the learners.

Functioning

The Student teacher's Council shoulders the responsibilities in arranging the college events.

- CT Camp
- Celebrations of national and state festivals.
- Extension lectures and activities
- College day celebration
- Intra-mural cultural and sports competitions.

The Student teacher's Council brings up the appeals of the student teachers to the notice of the staff and management for the better functioning of the institution.

Funding

The financial assistance is being given by the management.

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

The following are the committees where the student teacher's have their representation in order to help the staff and administrators.

1. Internal Quality Assurance Cell
2. Student teacher's Council
3. Women Grievance Cell
4. Anti ragging committee

Being an active member of the IQAC, the student representatives' view and feedback are used for planning and executing of the activities. The student teacher's Council is a committee where the student teachers work as a group, shoulder the responsibilities with staff and student teacher's conduct many programmes like CT-camp, cultural etc, The student teacher's in women Grievance cell proposes some activities for the welfare of the women students.

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

Yes, the institution has a mechanism (IQAC) to seek opinion from its graduates. The student teachers who complete the course pass on the feedback through a specially designed feedback forms. This format evaluates different elements namely the course content, methodology, infrastructure, teacher competency, process of evaluation and the student teachers support activities. It also has a space for suggestions for future improvement. Thus it becomes an integral evaluation through which the changes are executed in the forthcoming academic year.

In addition to that the previous batch student teachers are coming to the college on the day of Graduation. On that day, there is a programme organized by ALUMNI association where the previous batch student teachers share their experience and opinion in the presence of staff

and present batch student teachers. This encourages and motivates the present learners, staff and management to be innovative and realistic in their approach.

5.4 Best Practices in Student Support and Progression

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

- 1. Intensive Spoken English Programme in different modes:**
 - One week bridge Course on Spoken English.
 - Teaching spoken English by experts in UK, Belgium and France.
 - Utilization of digital language laboratory in order to improve their pronunciation and intonation.
- 2. SIM:** Self instructional materials are prepared by the faculty members
- 3. Forming Dynamic Groups:** This is the strategy followed by the college to meet the individual needs in the teaching-learning process and co-curricular programmes.
- 4. Mentor-Ward System:** It helps the student teachers a lot to share their learning and personal problems.

5.4.2 What innovation /best practices in Student Support and Progression have been planned /implemented by the institution.

BEST PRACTICES Writing Journals (Daily Reflections) Context in which writing journal operates:

Despite Act of protection of child right 2005 and Right to free and compulsory education 2009, dignity of children are not respected by the teachers today. Children are deprived of their basic needs: food, clothing and house. Quite a few them are abused in the classroom and outside the class. Dealing with children is far and wide not very encouraging. Why? Because some of them have become insensitive to the needs of the children. What is expected of teachers is become reflective teachers. In this context writing journal has become a helpful tool for the formation a student teacher.

Objectives

1. To become aware of their feelings of the day
2. To recall the happenings of the day

3. To enable the student teachers assess their learning impact
4. To form them to become reflective teachers
5. To foster sense of gratitude towards one another and educators
6. To create an atmosphere of knowing inner self
7. To foster spirit of adjustment with the situation
8. To ignite the spirit of openness to undergo learning Practice of writing journals:

The last 25-30 minutes are allocated to spend in this exercise. As soon as bell goes for period student teachers are led to keep silence and spend a few minutes getting touch with their feelings of joy, success and feelings dissatisfaction. Events are put in the orderly manner in the prescribed copy book. Each hour of the program is recalled in the mind. According to the format student teachers note them. Journal should be written more one and half page. The last statement they make is important. Was that day somewhat different than the previous day? I have grown in the higher level of learning/ this day very helpful/ it did make any difference etc.

Before leaving the campus they submit copy books to the Principal's office. One of the faculty members go through the individual book. Some of main features of student teachers' experiences noted down. Those main features are passed on to other faculty members so that they are aware of movement of the students. At it needs immediate measures to improve upon deficiency. Having checked the books, it is return to the students with comments. According to the seriousness of the journals some require personal guidance. Such needy is asked to meet the principal or particular faculty member to clarify the notes.

Obstacles faced by the institution

1. Monotony of presentation: Many a times this exercise becomes one type of experience and same type of expression.
2. A few of them present it for the sake of formality..
3. A few of them are realistic to write it.

4. Absentees become difficult to be assessed daily.

Strategies to face these obstacles

1. Follow up – Concept of writing journal is made clear to the student teachers. For sometime mentor has to accompany them while writing it. Meaning and technique is to be told again and again.

2. Encouragement and Appreciation: While confidentiality they are to be encouraged and appreciated for genuine effort.

3. Establishing rapport between faculty and student teachers.

Impact of the Practice

1. Relive the events: Events of the day become vivid. Personal involvement registered in daily reflection book. Reliving the experiences create sweet memory of the event. The way one has learnt the content, brings wonders in the mind and heart. Joyful as well as negative events give new direction to learning. To discover oneself in the particular event would draw ones attention to have a new look.

2. Learning becomes smoother: Writing journal leads to remember things taught and learnt. It is said repetition is mother of learning. Remembering taught is near and immediate. It is noted down regularly and jot down on the same day. Deficiency is recalled on the same day. This has greater chance to improve upon the deficiency. Therefore learning becomes easier and smoother.

3. Problems solving skills: Journal is to be read and again. At times number of things is not clear, at times it is ambiguous. A journal writer is aware of such problems. Constant dealing with such problems and facing it personally make learner competent to solve it. Such opportunity enables him/her success in life.

4. Growing in maturity: Writing journal highlights one's own strengths and shadows. Seeing them he/she tries to overcome shadows and vigilant to grow in strength. Such process enhances him/her to attain mature personality. Attitudes are checked by the learner/student teacher. Thus journal opens a new horizon to look oneself positively

5. Critical thinking skills: Writing journal fosters critical thinking in student teacher. He/she has to make choice among thoughts and proper words.
6. Decision making ability: Author looks for correct and keys points in his own style. Process of purification takes place while journal. Every moment of thinking decision is taken. Thus this exercise enables the student teacher to take bold step in his life.
7. Discovering comprehensive view of curriculum and Teachers' call: Within a short period a student teacher collects variety of learning experiences. Throughout the day he/she has to learn number of disciplines. While jotting down the learning from different facet of life he/she is able to integrate them and interlink among them all.
8. Communication skills: Writing Journal makes student teacher efficient to express unity of thought. The more he/she practices writing his/her thought in clear words and sentences he becomes polished in communications. Ideas are spelt out distinctly.
9. Improvement of handwriting: There is a fixed time and space to practice writing. Thinking and writing go together. Daily combination of wrist and mind embellish the writing styles attractive. Synchrony can lead a writer creating aesthetic sense. Good handwriting is the result of constant practice and appreciating one's own handwriting.
10. Peace and serenity: Writing journal purifies our experiences. It enables the exercitant to internalize the purified thoughts. Consequently the profound peace and serene heart is established. Harmony of expressions co-exists between physical activities and mental activities.

Despite Act protection

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

Re-assessment

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

Suggestions given in the Accreditation Report

- College may collect information on the progress of student teachers' higher education and employment.

- College alumni association needs to be registered.
- There is lack of exposure of cultural, Sports meet, and literary events at national and international level.

Action taken:

The college took necessary steps to collect the data on the progress of student teachers' higher studies and their employment through career and placement cell.

The registration of Alumni association is under process.

The college organized many cultural, sports meet and literary events at college level and the student teachers participated in cultural and sports meet at zonal and state level.

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

1. **SIM:** Self instructional materials are prepared by the faculty members and stored in the computers in the respective classrooms.
2. Photo copier for the benefit of the students.
3. Establishment of SMART classroom
4. Uninterrupted power supply with a generator
5. Dynamic Group forming
6. Mentor-Ward system
7. Value imparting Programmes
8. Use of ICT Lab
9. Social Projects done by our students and they are rewarded by Maxine from USA
10. Seminars on Inclusive Education by the experts in foreign countries.
11. Establishment of Digital language laboratory
12. Purified Water System
13. Dynamic Group forming
14. Value imparting Programmes
15. Remedial class
16. Training on preparing Digital Lesson plan

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1. Institutional Vision and Leadership

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

The institution is in the rural area. It was established by the SCAD management to address the educational and development needs of this backward region. The institution has served the region for the last 10 years had been quite consistent and dedicated in serving students and society and it has earned a good reputation for excellence. The institution and facilities, expanding alumni network and launching various student-friendly programmes like remedial teaching, coaching for Competitive examination, Campus recruitment, skill- enhancement programmes etc.

The institution has evolved, and has a tradition of its own. The students who passed out from our college silently proclaim our noble tradition by being responsible, value-based and competent in their respective areas of activity. The tradition that we identify ourselves with is that work- culture, total dedication and social responsibility, continuous learning and value orientation.

Our Vision, Mission and Values are given below.

Our Vision

To enable the students to develop into outstanding teachers to shape the destiny of future citizens of India

Our Mission

The mission of SCAD College of Education is to serve in the preparation of proficient, socially responsible and caring educators who could serve excellently to the society and also prepare researchers who could find and face the problems and advancements.

Values

Institutional values are different to our personal values in that they allow the members to function within the institution. Our institutional values are not rules but shared ideas and understanding that bind us together. Along with our mission and our commitment to excellence

in everything we do, they articulate who we are and what we believe, influence our goals, guide our actions and help us to explain our aspirations to others.

Our vision and mission statement do reflect the objectives of the teacher education of our country. We strive hard to develop human resources by imparting quality education with the right emphasis on values and the cultural heritage of our nation. All our efforts are directed to empower our student teachers and make them responsible, productive, earning members and exemplary human beings. We help them to march forward with an aim and a purpose and a clear direction and make the nation proud with their contributions.

Our curricular and extracurricular activities are designed to translate our vision and mission into action. In this temple of Learning, students from all sections of society are engaged in learning and skill development. Learner- centered and activity-based classroom teaching, use of modern technological devices, community orientation, social service and extension activities are some of our best practices. We organize a wide range of extracurricular activities to help the students to discover and to develop themselves. We encourage them to question and to learn creatively. A large number of our student teachers come from the underprivileged sections of the society and their learning skills and self-motivation are not up to the mark. Keeping this in mind, we devise excellent learning programmes for our student teachers, and nourish and nurture them. Very often, we have to walk an extra mile to bring our student teachers to the mainstream of modern, competitive and skill-based education. We do this with true commitment and unflinching dedication. Quite pertinently, our founder Dr.S.Cletus Babu, himself a teacher and a social reformer, used to exhort us to become agents of change and use education as a tool for uplifting the masses. He rightly named the college 'SCAD' and his heart always goes out to the hopes and aspirations of the SCAD or the common people. We follow his vision, while at the same time responding to greatly changing needs.

The purpose, vision, mission and values are known to the various stakeholders with the help of our college prospectus, college calendar, Alumni, celebrations of festivals and national days, college day, college website, seminar invitations and the display boards in the corridors of the college building.

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

Our SCAD college of Education, Cheranmahadevi is established by great visionaries of Dr.Cletus Babu and Dr.Amali Cletus Babu to produce a band of committed teachers who would be agents of social change which is the need of the society.

To make the students understand and experience the reality of underprivileged is part of our mission. This will make the prospective teachers work towards just and humane society together with the poor which is our institution's goal.

The School sector requires the skillful and committed teachers that could be reached through our mission. We are to equip the teachers with thorough theoretical input and provide them practical training so that the teaching-learning process becomes effective.

Imparting the values of brotherhood, sisterhood, social justice and eco-human solidarity is a part of our mission which is the need of the hour. This mission brings forth good citizens for harmonious and humane society.

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

The Management rightly keeps students at the centre of its concern. The students are given full freedom to approach the management if they have genuine problems. Any exemplary performance of students is properly acknowledged and recognized by the management. The management actively encourages up gradation of teacher's skills and student- friendly activities. The management takes special care not to leave a stone unturned on the path of true and dynamic learning. It effectively acts as a mirror to reflect social trends, literary movements, political ideas, scientific advancements, etc. To sum up it has a clear vision to create a better society, a strong and prosperous nation. The principal is the administrative head of the institution taking care of the day to day functions with the involvement of stakeholders. The following are few committees through which the quality of the teaching learning process is maintained.

Governing Council

The governing council which meets twice in a year looks into the functioning of the college during the academic year and ensure university and government norms are maintained. It suggests if any modifications needed in the resolutions of various committees including. It also monitors the operation of the institution so that the programme of the college fulfils the objectives for which the college has been established.

The composition of the Governing Council

S.No.	Name	Status
1	Dr.Cletus babu – Chairperson	President
2	Dr. J.X. Amali Cletus Babu - Vice Chair Person	Vice President
3	Er. C.Arun Babu – Managing Director	Secretary
4	Mrs. Menandez – Correspondent	Joint Secretary
5	Mr.R.Thambithurai – General Manager(A)	Member
6	Mr.Ignatius Xavier – General Manager(F)	Member
7	Dr. Jeyakumar- Chief Coordinating Officer	Member
8	Dr. Akila Ruby Shanthakumari - Principal	Member

Academic council

Academic council of the college helps to maintain the standard of our college. The meeting is conducted once in a year.

S.No.	Name	Status
1	Mrs. Menandez	President
2	Dr. Jeyakumar- Chief Coordinating Officer	Vice President
3	Dr. Akila Ruby Shanthakumari	Secretary
4	Dr. H. Deepa, Asst. Professor,	Member

	Department of Education, DD&CE, M.S. University, Tirunelveli.	
5	Dr. Vasimalairaja, Associate Professor, Department of Education, Alagappa University, Karaikudi	Member
6	Mr. Peter, Manager	Member
7	Er. Manimaran, Principal, SCAD Polytechnic College	Member
8	Mr. Nagarajan, Principal, SCAD Teacher Training Institute	Member
10	Mr. Arulthurai, Programme Coordinator SCAD Rural Development	Member
11	Dr. Muthukumar (Siddha), SCAD Rural Development	Member
12	Mrs. Jeyanthi Rani, Head Mistress, Government Girls High School, Cheranmahadevi	Member
13	Mr. Shunmuganarayanan, Assistant Professor Raja Lakshmi College of Education, Tuticorin	Member

Finance committee

This committee allocates the money for various activities in the college according to their need i.e., the annual budget for the whole year.

S.No.	Name	Status
1	Mr. Ignatius Xavier, General Manager (finance)	President
2	Mr. R. Thambithurai, General Manager (admin)	Vice President
3	Mrs. Menandez, Executive Director & Correspondent	Secretary
4	Dr. Jeyakumar- Chief Coordinating Officer	Member
5	Dr. Akila Ruby Shanthakumari, Principal	Member
6	Mrs. Vimala, Administrative officer	Member
7	Mr. Sekar, Accounts Manager	Member
8	Mrs. Anbarasi, Accounts Officer	Member
10	Mrs. Ahadha, Auditor	Member

11	Mr. Sundar, Account Section	Member
12	Mr. Sankaranarayanan, Cashier	Member

Staff Council

S.No.	Name	Status
1	Dr. Akila Ruby Shanthakumari, Principal	President
2	Dr. D. Caroline (Assistant Professor of Tamil)	Vice President
3	Mrs.J.R. Janitha Rani (Assistant Professor of Commerce)	Coordinator
4	Mr. B. GnanaMuthuJebaraj (Assistant Professor of Physical Science)	Member
5	Mrs. S. Jenifer Wills (Assistant Professor of English)	Member
6	Mr. E.kannan (Assistant Professor of Computer Science)	Member
7	Mr. J. Suresh (Assistant Professor of Bio-Science)	Member
8	Mrs. P. Jeba Thangam (Assistant Professor of Mathematics)	Member
9	Mrs. S. Kalyani (Assistant Professor of History)	Member
10	Mrs. S. Uma (Librarian)	Member

Steering Committee

S.No.	Name	Status
1	Dr. Akila Ruby Shanthakumari, Principal	President
2	Dr. D. Caroline	Co-ordinator
3	Mrs. J.R. Janitha Rani	Member
4	Mrs. A.Valli Rajam	Member

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

The Management and the Principal of SCAD College of Education have a well-defined policy for the smooth and efficient functioning of the college. The college holds a staff meeting at the end of each session to plan the activities for the next year. Various committees are formed during this meeting for carrying out different tasks of the session. Similarly, an academic plan for the entire session is chalked out during the meeting. The Principal conveys officially to each member of the staff the composition of these committees and the duties that each committee has.

The periodic meetings between the staff and the principal, between the non-teaching staff and the principal and between the management and the heads of the various committees and staff members ensure the effective implementation of the various plans chalked out.

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

First of all, there is enough transparency and accountability in the system. There is a direct access for parents and students to the management and the principal. Personal contacts also do exist in a very prominent and pronounced manner.

The principal regularly organizes meetings of the teaching and Non-teaching staff and various committee heads. The meetings with the chairperson of the student council, and the class leaders are also a means for collecting feedback and ground realities. In short, we are in direct touch with the students, parents and the members of the society.

The staff council meets every month and evaluates the monthly programme. The principal collects feedback from the meeting and the same is discussed with the governing council for review and speedy action of the programmes.

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

The barriers in achieving the vision and mission and goals can be identified with the help of feedback from the alumni, well wishers of the institution, students and the staff. The former students of the college, when attend Alumni meeting and convocation express their idea about

the area which the college has more focused and less attended. Similarly, in the monthly staff council the staff members do evaluate in general, the regular activities of the college and suggestions, if needed, are passed on to the Chairman through Correspondent, General Manager chief Coordinating officer and chief executive officer.

Also informally, the senior faculty members who know the history of the institution make the needed observations connected with functioning of the college to the Principal. Further, the IQAC of the college identifies the barriers and present it to the management. Based on the above feedbacks, the management takes firm steps to solve the problems.

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

- The management treats the staff like an extended family which helps to create a feeling of belongingness. Such conducive and supportive environment encourages involvement of the staff for improvement on the effectiveness of the institutional process.
- The management ensures democratic work culture.
- Essential facilities such as transport hostel and support facilities are provided to staff.
- Management supports professional growth and development of the staff and encourages staff to engage in online learning and pursue research work and higher education.
- Participation in conferences, seminars, workshops, symposiums and faculty development programs is encouraged through provision of duty leave and rich reference books in library.
- Requisite infrastructure, latest teaching and learning technologies, uninterrupted internet connectivity is made available.
- The staff is given salaries as per norms and the same is released in time.
- The institution has formed Forums and organizes workshops, conferences, seminars, workshops and symposiums and FDP which enhance organizational skills of the staff and give them required exposure.
- Appreciation for innovative practices and ideas.
- Recognition of good work and efforts of teacher educators.

6.1.8 Describe the leadership role of the head of the institution in governance and

management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The head of institution is visionary and plays an important role in the management of curriculum, administration, allocation and utilization of resources. The leadership role of the head of the institution is reflected in the following areas:

- The Head of the institution ensures that the objectives of the institution are incorporated in the curriculum.
- Keeps check on timely completion of the syllabus.
- Ensures the allocation of work and duties keeping in view the competencies and specialization of teachers.
- Ensures fair distribution of work among staff.
- Plans the instructional material and co-curricular activities in consultation with faculty members.
- Frames suitable admission policy for fairness and transparency.
- Grants fee concession to needy and award of stipends to deserving students.
- Grants leave to staff.
- Ensures Organisation of extra mural activities.
- Utilizes the Amalgamated fund appropriately.
- Ensures availability of sports material and facilities.
- Ensures smooth and fair conduct of Examinations.
- Frame societies, sabhas, clubs, associations comprising of students for curricular and co-curricular activities.
- Continuous guidance and supervision.
- Evaluates the outcome of implemented policies.
- Identifies and incorporates required changes/ modifications initiated by welcoming suggestions from teachers, students and stakeholders.
- Acts as a link between management, faculty and students.
- Ensures availability of ICT related resources and their optimum utilization by students and staff.

- The Principal is available to staff and students.

6.2 Organizational Arrangements

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

The institution has constituted various committees/cells for the efficient functioning of the institution and the list of committees is provided below :

S. No.	Name of Committee	Functions
1	Admission Committee	The committee maintains admission record for the new session, verifies and checks the documents of the newly admitted students, allots them sections and addresses their initial queries.
2	Time Table Committee	Maintains time table for the whole session, class-wise. Maintains adjustment register for the smooth functioning of time table and assigns periods to the teacher accordingly
3	Finance Committee	Plans the estimated expenditure to be incurred on various curricular and co-curricular activities, put forward in meetings with management to seek the approval. The committee (office) also maintains the record of expenditure on various aspects of institution.
4	Examination Committee	Examination committee holds meetings before and after every house test to plan date sheets, format of question

		papers, allocation of duties, maintaining answer sheet record of the students of both practical and theory papers. Maintains the record of internal assessment of each and every subject and also send this record to University for the addition of internal marks in the DMC of students
5	Tours and Trips Committee	Organizes various functions, important day celebration, Youth festival etc. and maintain records in the form of photographs, news and activity register.
6	Library Committee	Meetings are conducted regularly to improve and enrich the library resources
7	Discipline Committee	Maintains discipline during day to day activities, morning assembly and in various functions organized by the college
8	Placement Cell	Provides information regarding the availability of jobs for the students through personal contacts, notice boards and college website. The cell functions actively through out the year.
9	Grievance Redressal Committee	Addresses and Settles the grievances of the students and faculty through sensible and satisfactory interactions and guidance.
10	Cultural Committee/Cocurricular activities Committee	Organizes various functions, important day celebrations, annual day celebration, Youth festival etc. and maintain records in the form of photographs, news and activity register.
11	Advisory Committee	Defines goals and objectives of institution and evolves work plan to attain the said objectives and provides

		clarity to each element of the institution about his/her responsibilities and continuously monitors the work in progress (both academic and administrative) in the institution by collecting feedback from the concerned constituent of the teacher trainees, teacher educators, alumni and administrator
12	Review Committee	Analyses feedback and suggestions sought from stakeholders for improvement. Puts forward suggestions to Head and Management
13	Guidance and Counseling Cell	Organizes various Guidance and Counseling services like orientation programmes at the commencement of each academic session, pre-teaching practice guidance and counseling, career talks and day to day personal, educational and vocational guidance etc
14	Morning Assembly Committee	On every Monday this committee organizes morning assembly in the M.P hall of the college where students recite prayers, besides this latest news, some beautiful thoughts and talks on various societal and latest issues are also delivered to uplift the knowledge of the teacher trainees.

Meetings held in the Institution for the Academic Session 2015-2016:

	9 July, 2015	Regarding planning the strategies for admission for the next academic session 2015-16. To discuss co-curricular activities to be conducted during the session. Regarding allotment of duties of staff in various committees.
--	--------------	--

IQAC	2 Sep,2015	For approval of estimated expenditure to be incurred on different functions, conferences and Annual day celebration.
		To discuss schedule of Teaching Practice
	31 Oct,2015	To discuss schedule of Teaching Practice. To discuss organization of International Conference and workshop. To discuss Results of University examination
	12 Feb,2016	Preparing SSR for NAAC accreditation
	15 Jun,2015	Evaluation of the academic and co-academic activities of the college
Admission Committee	11 May,2016	To discuss strategies to be adopted for admission for the session 2016-2017
	16 Jun,2015	To discuss requirements for the meeting of Association of Self Financed B.Ed Colleges of Tamilnadu For admissions
	6 Aug,2015	Regarding admission of students for session 2016-2017
	25 Sep,2015	To review the admission prior to sending the annual return
Finance Committee	12 Aug,2015	Regarding planning of estimated expenditure to be incurred on various curricular and co-curricular activities
	9 Sep,2015	Regarding estimated expenditure for organization of P.U Zonal Youth and Heritage

		Festival
	15 Jan,2016	Regarding planning of budget for IDLF
	2 Feb,2016	Regarding expenditure on Alumni meet
	3 Feb,2016	To discuss the budget for annual convocation. Examination Committee
Examination Committee	5 Oct,2015	Regarding schedule of house test I & II, Retest and remedial teaching
	25 Apr,2016	To discuss schedule of final practical and theory exams
	1 Sep,2015	To discuss the criteria for the internal assessment
	20 Oct,2015	Regarding finalization of dates for submission of final Internal Assessment to the committee
Co-curricular Activities Committee And Refreshment Committee	25 Aug,2015	Regarding organization of talent hunt
	10 Sep,2015	Regarding organization of P.U Zonal Youth and Heritage Festival
	12 Sep,2015	Regarding allotment of duties to faculty members to prepare teacher trainees for various categories of competition
	25 Aug,2015	Regarding various day celebrations
	1 Feb,2016	Regarding organization of Alumni Meet
Library Committee	15 May,2015	Regarding sanctioning of funds for buying

		books and resources for the library
	30 Aug,2015	To take feedback from teachers as well as students before the purchase of new books
Tours and Trips Committee	21 Apr,2015	To discuss the date and place for the trip
	28 Apr,2015	To organize educational trips to Naina Devi and Anandpur Sahib
Discipline Committee	7 Aug,2015	To discuss about various discipline related issues
	5Sept,2015	To maintain discipline during morning assembly and various day celebration
Academic affairs Committee	19Oct,2015	Regarding micro teaching and demonstration lessons, Pre practice teaching, practice teaching and discussion lessons.
	3 Sept,2015	Regarding academic and extension activities
Review Committee	8 Sept,2015	Discussion regarding required changes, modifications in curriculum on the basis of feedback received from different sources
	15 Nov,2015	Discussion regarding required changes, modifications in curriculum on the basis of feedback received from different sources
	10 May,2015	Discussion regarding required changes, modifications in curriculum on the basis of feedback received from different sources
Grievance Redressal	Monthly	To discuss grievances of students and suggest

Committee	Meetings	solutions
Women Cell	Monthly Meetings	To discuss and plan programs for woman empowerment and awareness about their rights and privileges. To discuss grievances of women students and suggest solutions.

Decentralized of administration

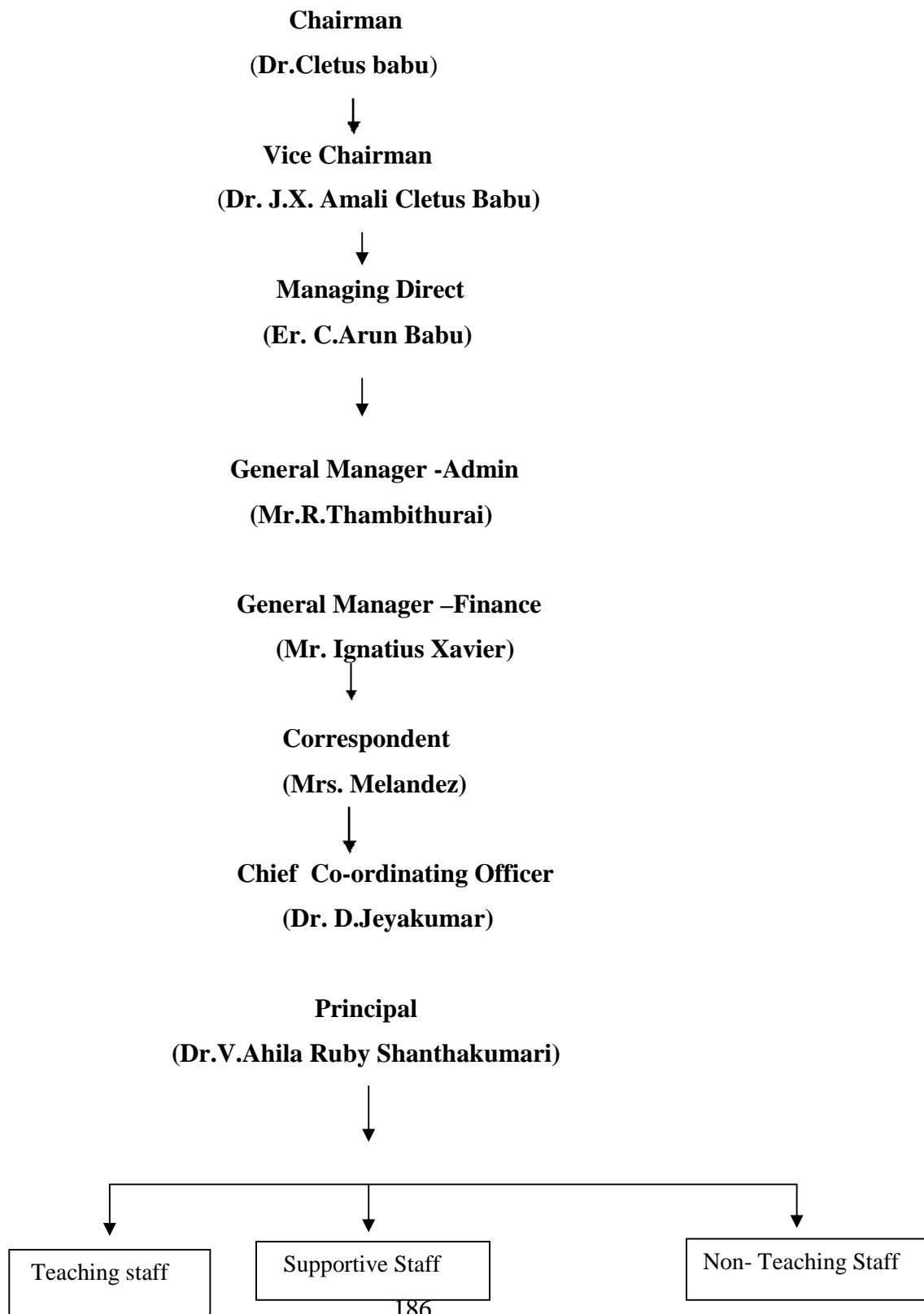
The administration is decentralized. The Correspondent is the chief executive director of the institution. The chief coordinating officer is the executive advisor. The Principal is the head of the institution and is responsible for the overall functioning of the College. The entire teaching and non-teaching staff share the responsibilities of the administration. Their responsibilities are specified in the form of workload during Institutional Planning at the beginning of every academic year. They are given freedom to take initiative in planning and performing their responsibilities. An open evaluation is made and the opinions and suggestions of the members of the faculty are given due importance for further development. The entire staff function as a team and collaborate with the management in the academic functioning and administration of the College.

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

The principal co-ordinates and monitors all the activities of the college with the assistance of the faculty. A number of committees are formed to facilitate the principal for taking valid decisions in a democratic manner.

The staff and the students Councils, the Alumni Association and the IQAC of the college provide sufficient feed back to the institution for its effective functioning. The organizational structure of the institute is as follows.

Organizational structure



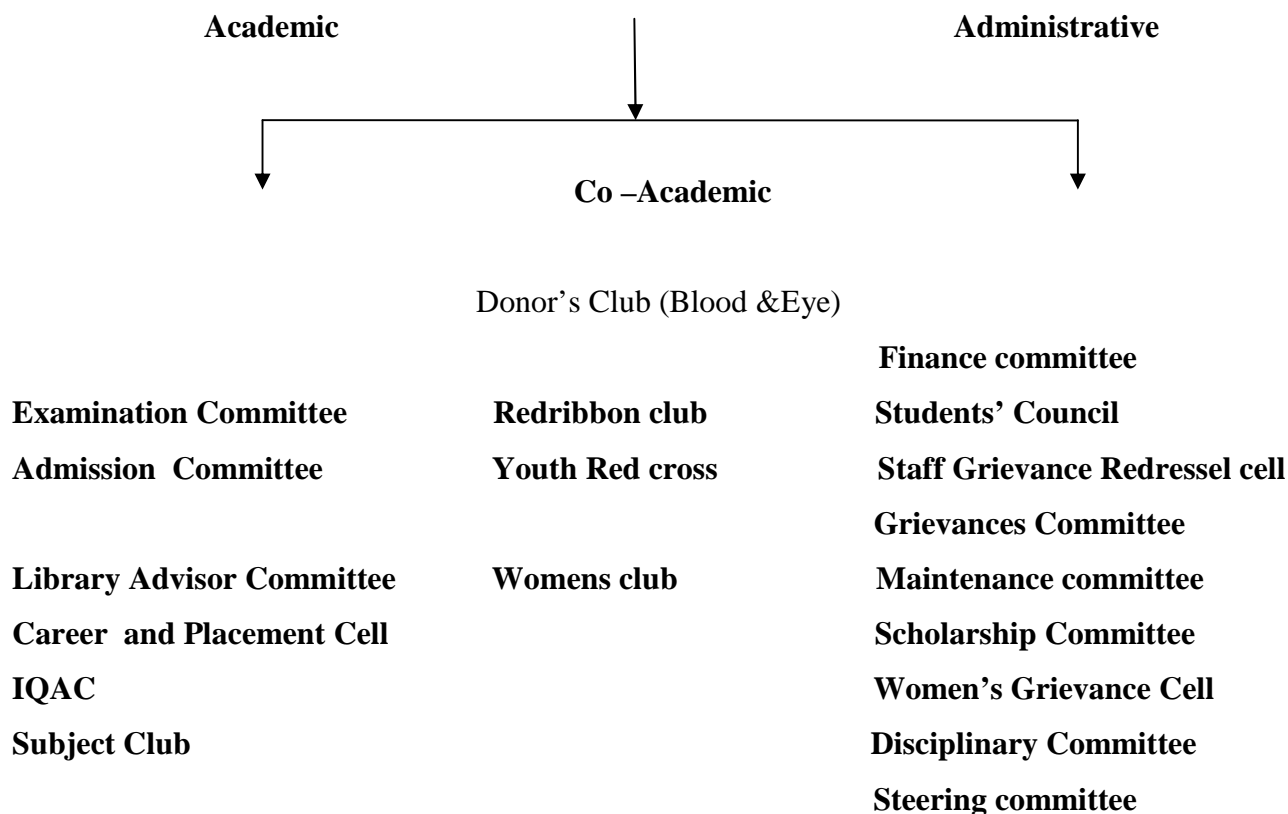
Librarian	S.G. Assistant
Physical Education Director	Clerks
Arts and Craft Instructor	Typist
Computer Programmer	Record Helpers

Dr. Cletus babu is the chairman of our College Governing Council.

Dr. J.X. Amali Cletus Babu is the Vice- Chairman of our college Governing Council.

Principal is the head of the institution and co-ordinates the teaching, non- teaching staff and students.

Academic and Administrative Committees



Parents Teachers Association
Antiragging Committee
Counselling Committee

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

From the above structure, it is very clear that the administration of the college is decentralized, participatory and a network of all the teaching and non-teaching staff members. The college has different committees to organize various programmes in the college. There are statutory and non-statutory bodies and other committees for in-campus activities. Every staff member is responsible for some programme or the other.

The Student Grievance **Redressal Cell** discusses the problems and the queries of the students and takes necessary steps to solve the problems.

The Staff **Grievance Redressal Cell** discusses the problems and the queries of the staffs and takes necessary steps to solve the problems.

The **Admission committee** decides the admission policy of the college and selects the students.

The **Examination committee** plans and executes the internal and external examinations followed by the publication of results.

The **Library Advisory committee** takes care of the purchasing of new books and the maintenance of the library.

The **IQAC** maintains a constant vigil over the whole academic programme and maintains the quality.

The **Career and Placement cell** passes the information on job opportunities and prepares the students for the same.

Women's grievance cell pays heed to the voices of the girl students and initiates appropriate action through the principal.

The **Scholarship committee** discusses about the various scholarships provided by the

management and fixes the number of students for each scholarship.

The **Disciplinary committee** takes care of the discipline of the students.

The **Alumni Association**, being the third pillar of the institution, acts as the link between the old students and Alma–mater

The **Subject clubs** are headed by the subject teachers and they conduct various activities for their students.

The clubs like **Red Ribbon Club (RRC)**, **Women’s Club** are under the control of different faculties and they conduct awareness programmes for students.

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

The college collaborates with the schools situated in and around cheranmahadevi and Tirunelveli, which enables us to provide intensive teaching practice.

S. No	Name of the School	No of students
1	St.Mary’s Higher Secondary School, Vickramasingapuram	2
2	A.V.Rm.V Government Girls Higher Secondary School, Ambasamudram	2
3	Tilak Vidyalaya Higher Secondary School, Kallidaikuruchi	3
4	Bharathiyar Government Higher Secondary School, Veeravanallur	3
5	Periyar Government Higher Secondary School, Cheranmahadevi	4
6	Government Girls High School, Cheranmahadevi	9
7	Govt Higher Secondary School, Alangulam	2
8	Govt Higher Secondary School, MoolaikaraiPatti	2
9	Govt Higher Secondary School, Vadakku Ariyanayagi Puram	4
10	TDTA High School, Melaseval	5
11	Rahmania Higher Secondary School, Melapalayam	4

12	The Muslim Higher Secondary school, Melapalayam	1
13	Municipal Girls Higher Secondary School, Pettai	3
14	Kamaraj Municipal higher Secondary school, Pettai	5
15	Sarah Tucker Higher Secondary School, Palayamkottai	3
16	Christhuraja Higher Secondary School, Palayamkottai	3
17	Dr.Ambedkar Govt A.D.Higher Secondary School, Nallammal Puram	3
18	Govt Girls High School, Gangaikondan	1
19	Govt Higher Secondary School, Gangaikondan	1
20	Grama Committee Higher Secondary School, Venkateswarapuram	2
21	St.Peter's Higher Secondary School, Ukkirankottai	4
22	Government Higher Secondary School, Vanniconenthal	5
23	Government A.T.N.High School, Thulukkarpatti	4
24	Government Higher Secondary School, Burkitmanagaram	2
TOTAL		77

The faculties of the school help the teacher trainees in the correction of lesson plans, preparation of the appropriate teaching aids and the learning of the right teaching techniques for an effective teaching learning process. They also evaluate the performance of the student teachers and pass the same to the teacher educators. In turn, the student teachers conduct science exhibitions, club meetings and cultural programmes to empower the school students

The college also functions in collaboration with the national government organizations such as NAAC and Tamil Nadu Teachers Education University, Chennai to organise the national level seminars and workshops. There are non-government organization such as SCAD project, LION's Club, JCI ready and willing to organize seminars and workshops such as consumer awareness, human rights education, environmental awareness and Eco-human solidarity rally.

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

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

- Regarding teaching methodology, every faculty considers the feedback given by the previous year students and modifies his methodologies.
- Feedback from the participants of the national level seminar is considered in the planning of the next seminar.
- Based on the feedback received from the students about the schools to which they went for teaching practice, the schools are changed or retained for the teaching practice of the forthcoming year.
- Based on the feedback from students and teachers some modifications are done in organizing co-curricular activities.
- Feedbacks from the heads of the intensive teaching schools are considered in the planning for intensive teaching practice in the current year.
- Feedback from the neighbouring institutions is considered for the academic plan of the ensuing year.
- Feedbacks received from the staff members, students, alumni, head of the institutions and the stake holders are discussed in the staff council and decisions are made accordingly.

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

The college has taken the following initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty.

Co-operation among the staff: Staff-get-together, staff outing, Group activities like organization of seminars, extension activities, common festivals and celebrations and preparation of PowerPoint, preparation of SIM, Micro teaching and research consultation.

Sharing of Knowledge: Combined classes on Statistics, All the academic and administrative committee meetings, seminars, orientation programmes, extension lectures,

workshops

Innovations: Publication of articles in the national/ international journals, preparation of SIM, conducting social projects, and Optimum use of ICT for teaching and learning.

Empowerment: Provision for higher studies, providing infrastructure incentives for presenting papers.

6.3 Strategy Development and Deployment

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

- In the college office the details about the staff and non-teaching staff has been maintained in the computer.
- Library has **ROVAN-Library Management System (LMS)** software which facilitates the transaction of books and journals and current stock of the books.
- **GLORINA – Language Lab software:** This software is utilized for the training in communicative English.

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

As the college produces enough number of qualified teachers the institution is able to manage the situation with this group whenever there is an immediate demand for better human resources due to the changes. The management is generous in providing financial assistance to meet the expenses due to the changes.

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

In addition to the above, the contribution from the alumni, the dedicated and committed service of teaching & non-teaching staff supports the management to implement the mission and goals of our institution.

The management recruits right staff members at the right time through interview. By

appointing qualified and competent teachers human resources are obtained to implement the mission and goals of our institution.

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

The academic plan is mainly based on the previous year experience, needs of the students, expectation of the university and norms of the NCTE. The Principal discusses the academic plan through the Staff council, IQAC, college development committee, steering committee, Examination cell. Later, the principal fix the tentative plan based on the discussion in the committees. Finally in the staff meeting the academic plan is finalized. Since the teachers from practice teaching schools are well represented in the above committees, their views are also well taken.

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

Though the vision and mission are well communicated to the stake holders and employees through various means like display boards, calender, applications and brochures, the same is disseminated throughout the academic year to the students and the staff before the commencement of the each programme. In other words, the general objective is concretized in each programme and the employees are oriented to contribute their potentials in realizing the objectives.

The principal communicates the objectives of the programme to the staff council and deliberations are held in various committees too.

Sometimes the one to one contact between the principal and staff in-charge play a significant role in disseminating the objectives at all levels including the students.

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

Vision, mission and implementation plans are monitored, evaluated and revised continuously and annually. After implementation of each programme, feedback is received from the staff and stake holders; the modifications are done regularly. Time to time the management

committee after evaluation passes the suggestions and modifications for future programmes.

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

As we are living in a digital world, technology has become a part and parcel of every aspect of our life. Education is no exception to it and in particular, the teaching learning process has to adopt the technology for its meaningful transaction. Hence the college pays special attention for techno-based pedagogy by establishing ICT facilities such as LCD projector, interactive White Board, Faculty members and students are given proper training on using the modern technologies in the teaching-learning process.

6.4 Human Resource Management

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

The faculty development needs and the career progression of the staff are identified by the management in the following ways:

- Through the personal interaction between the principal and the staff members
- By the constant monitoring and supervision by the principal
- By exposure to various areas of research and innovations
- Through the feedback from the stakeholders
- Through the fulfillment of the requirements of government Educational Agencies
- Through the formal and informal deliberations among the staff and the experts.
- Through the Self Appraisal Report of the staff

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

Mechanism for Performance Assessment

- Self Appraisal by the individual staff annually

- Comprehensive Evaluation of the teachers by the students at the end of each year
- Annual Evaluation in the staff council

Follow up

Yes, the institution uses the evaluations to improve the teaching, the research and the service of the faculty and the other staff

- Updating the infrastructure with ICT enabled.
- Strengthening of the library
- Exposure to new concepts, ideas and innovations through national seminars and workshops
- Periodic dialogue with the Principal.

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

The following welfare measures are initiated for staff well being.

- Monetary incentives for paper presenters in national seminars and workshops.
- One day annual Staff picnic
- Annual staff family get- together during the founder's day celebration.
- Management participates in the family functions of the staff.
- Academic flexibility for outdoor programme.
- Annual increment policy for staff
- Canteen facility
- Cash award for the teachers those who produce centum result

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

Yes. Staff development programmes are organised in our college every year by our management and they are listed below.

S. No:	DATE	PROGRAM	THEME	RESORCE PERSON
1	25 th May	Faculty	Current trends in	Dr.P.Annaraja

	2011	development Program	the curriculum and pedagogy	Associate Professor, St.Xavier's College of Education Palayamkottai
2	20 th May 2012	Faculty development Program	Introduction to Smart Board Skills	Dr.Victor Associate Professor, St.Xavier's College Palayamkottai
3	30 th May2012	Faculty development Program	Learning management system	Prof.M.Sathik, S.A.College, Tirunelveli.
4	28 th May 2013	Faculty development Program	Life skills	Rev.Dr.S.Sebastians Principal, Loyola College of education,Chennai.
5	3 rd March2014	Faculty development Program	Human rights and Education	Mr.Perumal Pandey, Senior Lawyer,Madras High Court, Madurai.
6	10 th April2015	Seminar	Holistic Development	Dr.H.Deepa, Professor,Manonmaniam Sundaranar University,Tiunelveli.
7	15 th July2015	Workshop	Assessment for learning	Dr.Ramesh, Professor,Manonmaniam Sundaranar University,Tiunelveli
8	15 th April2016	Seminar	Inclusive Education	Rev.Fr.Sibijan, Professor,

The non-teaching staff are oriented by General Manager of SCAD Institutions in maintaining account books and service rules.

Office assistant are trained in using MS Office soft ware

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

The selection committee is formed by the management. Chief co-coordinating officer is the head of the committee. The Correspondent, principal, chief co-coordinating officer, senior staff member and an external subject expert from nearby college or University are the members of the selection committee.

At the time vacancy, advertisements are displayed on the notice board and applications are invited from the suitable candidates. The qualifications prescribed by Tamilnadu Teachers Education University are followed in the selection of staff members. Selection committee fixes the suitable date for interview. Candidate should face the written followed by oral examination. The selection committee prepares a report and appointment is made as per the recommendation of the selection committee. The salary structures for the staff are given below.

SALARY STRUCTURE**TEACHING STAFF**

S.No	Name	Designation	Basic	DA	HRA	Spl. Allo	Gross Salary	PF	ESI	NET Salary
1	Dr.V.Ahila Ruby Shantha Kumari	Principal	23400	11700	3510	1390	40000	0		40000
2	Mrs.J.R.Janitha Rani	Lecturer	9375	2000	1000	2625	15000	1800		12937
3	Dr.D.Caroline	Lecturer	9850	2000	1000	10150	3000	0		23000
4	Mr.E.Kannan	Lecturer	8000	2000	1000	2500	13500	1620		11644
5	Mr.J.Suresh	Lecturer	8275	2000	1000	4475	15750	1800		13950
6	Mrs.P.Jeba Thangam	Lecturer	8000	2000	1000	1750	12750	1530		10997
7	Mrs.S.Kalyani	Lecturer	8500	2000	1000	2750	14250	1710		12291
8	Mrs.T.T.Kamini Priya	Art & Craft	7500	0	0	0	7500	900		6469
9	Mrs.S.Jenifer Wills	Lecturer	8550	2000	1000	3450	15000	1800		12937
10	Mr.B.Gnana Muthu Jebaraj	Lecturer	8000	2000	1000	1000	12000	1440		10350
11	Mrs.Rajalakshmi	Lecturer	8000	2000	1000	1000	12000	1440		10350
12	Miss.R.Sridevi	Lecturere	8000	2000	1000	1000	12000	1440		10350

13	Mr.R.Vasanth	Lecturere	8000	2000	1000	1000	12000	1440		10350
14	Mrs.Dhanalakshmi	Lecturere	8000	2000	1000	1000	12000	1440		10350
15	Mr. Sahaya Remix	Physical Director	8000	2000	1000	1000	12000	1440		10350
16	Mr.Shyam Sundar	Art & Craft	8000	2000	1000	1000	12000	1440		10350

NON TEACHING STAFF

S.No	DESIGNATION	PAY BAND AND GP	No. OF STAFF
1.	Librarian	Rs. 9150	2
2.	Clerk	Rs.10650	3
3.	Typist	Rs.8575	2
4.	Welfare Staff	Rs.6200	4
5.	Gardener	Rs.6200	2
6.	Watchman	Rs.8750	2

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

The Adhoc faculty is appointed in our college on the need base of the institution. Adhoc faculties for Communicative English, Italic Handwriting, Chart Preparation, ALM method, Counselling, Legal Education, Consumer Awareness, Inclusive Education are appointed in our college. They need not come to college daily as other regular faculty. They do not have fixed salary for every month but honorarium is paid to them.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Fund is allocated for staff development and welfare programme, especially for conducting seminars or orientation for the staff members. Each faculty is encouraged to do higher studies like Ph.D. and the various opportunities are made known to them.

Separate file is maintained in the staff room for indicating the various seminars, conferences, workshops held at various colleges. Registration fee will be paid by the management if they are presenting any paper in the seminar. Management encourages and

supports the faculties who are actively involved in the professional associations.

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

Our college has a well equipped office. The non-teaching staff members assist the teaching staff in carrying out their duties.

Our college has a very resourceful library which can provide all the instructional materials to the staff members. There are separate staff-room for men and women. Each staff member is provided with separate cabin to carry out his work. Each staff member has one almira to keep the instructional materials. Each staff room is furnished with a tube light, fan, table and chair. Each staff room has cabins. Aqua life water facility and toilet facility are available for the staff. There is a separate conference hall for the staff meeting. Some computers are specially allotted for the staff members in the computer laboratory along with internet facility. Each staff room has notice boards which disseminate the announcements of the principal. The institution also has made parking space for the staff vehicles.

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

The personal relationship with the principal and close networking facilitate acquisition of information. At the same time all the information regarding college activities will be put up in the notice board with the principal's signature. For every staff room we have a staff notice board. Separate notice board for students will be in the corridor of the college. There are separate notice boards for Career and placement cell and library along with the common notice board. Complaints and suggestions may be put in the suggestion boxes. The principal attends to the personal enquiries made by the faculty members, students, parents and other stakeholders. During staff meeting the staff grievances are addressed by the principal or General Manager. The administrative office attends to the complaints and grievances of the faculty and stakeholders and pass on the information to the Chairman.

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

Workload of the faculty members is equally shared and each and every faculty is involved in all the activities of the college, like teaching, administration, mentoring, participation in committees and student-society advisory system. They are part and parcel of the college. Flexibility of time table and classes facilitate their involvement in the college activities. The workload policy of the teaching staff is given below.

Assistant Professors in Foundation Courses (2 Nos.) B.Ed	PER WEEK
Teaching	8 hrs.
Preparation for Teaching	1 hrs.
Tutorials	4 hrs.
Practicals	4 hrs.
Library – Guidance	5 hrs.
Guidance to teaching	5 hrs.
Tutorials	5 hrs.
Assignment and Guidance	5 hrs.
Total	40 hrs.

WORK LOAD OF TEACHERS

Sl No:	Activity	Average No. of Hours/Week
1	Teaching	8 hrs
2	Evaluation(feedback-Theory/Practical)	1 hr
3	Tutorials	4 hrs
4	Preparation for teaching(Library work/Laboratory setting)	5 hrs
5	Practicals, Practice teaching and Lab activity	10 hrs
6	Assignment-Guidance	8 hrs
7	Administrative work	2 hrs

8	Organizing Co-curricular activities	2 hrs
	Total	40 hrs/week

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

There is an informal mechanism to reward and motivate staff members. For every activity of the faculty members, the Principal, CCO and Chairman appreciate their contribution to the particular activity at the end of the event and in the staff meeting. The motivational words given by the principal and CCO are the motivation for the staff members to be a dedicated teacher. The management pays the registration fee for the staff if they present any paper in the seminars. Annual features of staff tour and staff family get together at the time of Founder's day celebration are the rewards for every faculty. The staff are given annual increment in their salary. Gifts are given to all the teaching and non-teaching staff members during Chairman's Birth day celebration. The faculty members are felicitated for the contribution to the institution with cash award and certificate of merit. The Management recognizes the students achievements and awards with the monetary benefits. Every year on teacher's day the management recognizes the teachers and honors them.

6.5 Financial Management and Resource Mobilization

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

No it is a self-finance institution. It mainly depends on the fees amount collected from the students.

IN THE LAST THREE YEARS

S.No	HEAD	2013-2014	2014-2015	2015-2016
-------------	-------------	------------------	------------------	------------------

1.	Salary	22.74 Lakhs	22.09 Lakhs	25.7 Lakhs
2.	Scholarship	-	-	-
Total		22.74 Lakhs	22.09 Lakhs	25.7 Lakhs

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

The institution is self-financed. The resource are not mobilized through donation.

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

Yes. The operational budget of the institution is sufficient. The operational budget is given in the **Annexure**.

6.5.4 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 are from the fees of the students, and management contribution. The budget is adequate to meet normal maintenance and even to meet the expenditure for improved facilities. The audited accounts are up to date and are given in the **annexure**. Here the summary of the same is given below

S.NO	ACADEMIC YEAR	INCOME	EXPENDITURE	DEFICIT	SURPLUS
1.	2015-2016	36.02 lakhs	49.00 lakhs	12.98 lakhs	-
2.	2014-2015	67.30 lakhs	49.46 lakhs	-	17.82 lakhs
3.	2013-2014	30.23 lakhs	48.81 lakhs	18.58 lakhs	-
4.	2012-2013	49.00 lakhs	47.12 lakhs	-	1.88 lakhs

5.	2011-2012	39.63 lakhs	64.37 lakhs	4.74 lakhs	-
----	-----------	-------------	-------------	------------	---

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

Yes. Accounts are audited regularly. Internal audit is done by the Finance officer, Campus treasurer and an auditor. External Audit is done by the management. Details of auditing are given in the annexure.

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

Yes. The college has computerized its financial management systems. Salary bill of the staff is computerized through ECS system and their salary is deposited in the bank directly.

6.6 Best practices in Governance and Leadership

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

1. The vision of the college is well communicated to the stake holders.
2. Decentralization and Participatory Management
3. Promotion of Academic Progression of Staff members.
4. Promoting leadership through college students' council
5. Excellent relationship with and feedback from stake holders.
6. Collaboration with outside agencies in abroad and India
7. Quality Education with low cost.
8. MOU with foreign university

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

1. What were the evaluative observations made under Governance and Leadership in the

previous assessment report and how have they been acted upon?

Evaluative observation/suggestions made in the previous assessment

- Committees for different college activities may be made more functional
- Teaching and non teaching staff need to be provided more recurrent training
- Institution should make suitable provision for continuous professional development of faculty
- Self-appraisal of non-teaching staff needs to be introduced

Based on the above recommendations, the management has taken the following steps

- All the committees are functioning well in order to achieve the objectives of the institution
- The teaching and non-teaching staff are given training on computer applications
- The teaching staff are given training on preparation of SIM and computer software for teaching, Mentoring skill and lesson plan writing skill.
- The management has organized many FDP for the teachers.
- Self-appraisal of non-teaching staff are done.

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

1. New committees are created for decentralized, participatory, networking administration
2. Student database system is created for better administration.
3. Techno Based Methodology is followed in the college.
4. Systematized recruitment of qualified staff members.
5. Establishment of College “Students council”
6. Staff welfare programmes such as tour, staff family-get-together and seminars.
7. Celebration of Pongal with the Foreigners
8. The teachers birthday is celebrated.
9. The management offers greetings and gifts to all the staff on Teacher’s day celebration

CRITERION VII

INNOVATIVE PRACTICES AND BEST PRACTICES

7.1 Internal Quality Assurance System

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

Yes. Our college has established Internal Quality Assurance Cell (IQAC).

Establishment: Since 05.08.2010, it has been functioning in our college.

Composition: The composition of IQAC includes the principal and the

appointed staff members. The following are the members of the IQAC for the academic year 2015-16.

Chairperson : Dr. Ahila Ruby Shanthakumari, Principal

Co-ordinator : Mr. E.Kannan

Management : Mrs.J.J.Menandez, Executive Director,
SCAD Group of Institutions, Vannarpettai.

Dr.Jayakumar, Professor and Dean,
SCAD Group of Institutions, Cheranmahadevi.

Mr.R.Thambithurai, General Manager
SCAD Group of Institutions, Vannarpettai.

Staff Members: Mrs.J.R.Janitha Rani, Asst.Professor in Commerce

Dr.D.Caroline, Asst.Professor in Tamil

Mr.J.Suresh, Asst.Professor in Biological Science

Mrs.Jeniffer wills, Asst.Prof.in English

Mrs.Jeba Tahngam, Asst.Prof.in Maths

Mrs. Kalyani, Asst. Prof. in History

Mr.Mariappan, Physical Director

Mrs. Kamini Priya, Art & Craft Instructor

Educationists : Dr.H.Deepa, Asst Professor, M.S.University, Tirunelveli

Dr.Vasimalairaj, Associate Professor, Alagappa University, Karaikal

Social Worker: Dr.Nagarajan, Project Director,

SCAD Group of Institutions, Vannarpettai.

Alumini: Mr.Shanmuganarayanan,

Asst.Professor, Rajalakshmi College of Education, Tuticorin.

Present Student: Anushiya

Major Activities of IQAC:

- It meets in the beginning and at the end of the academic year and discusses the

issues related to quality improvement of the college. If needed, the cell meets in-between the academic year.

- It publishes “IQAC News Letter”.
- It coordinates the activities of the college, monitors the functioning of the various programmes and proposes innovative programmes.
- Planning for the academic year is done by the IQAC.
- It sends Annual Quality Assurance Report to NAAC.
- It organizes seminars, workshops to enrich the quality of the staff and the students.

For Staff

- A two-day national level seminar on ICT and Quality of Teachers
- Faculty Development Programme
- International seminar on inclusive education

For Students

- Orientation and personality development
- Intensive English Coaching
- Strategies for Effective Teaching and Leadership
- Orientation on micro and macro teaching, ALM
- Field Visit
- Seminars on Legal Education, Consumer Rights, Time Management, Education system in UK, Soft Skills, psychotherapy.

Apart from the above mentioned programmers’, there are many other activities coordinated by IQAC.

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

1. During the Meetings of IQAC and staff council constant evaluation is held in all the programmers’ conducted in the previous years. Based on the ideas generated in the meetings action plans are drawn out and implemented at different phases in the future.
2. With the students oral evaluation is done after each programme.
3. At the end of the academic year, questionnaire is provided to the students with an opportunity to evaluate the activities of the college and give their feedback.
4. At the end of the academic year, staff are evaluated by the teacher trainees by a questionnaire
5. The staff meeting is used as a forum to periodically discuss how the goals of education are realized through different activities.
6. The opinions of the old students are collected through the alumni Association of our college.

7. The opinions of the School Headmasters under whom our students teach during Intensive Teaching Practice is given due weightage to improve the quality of education.
8. The various committees functioning in our college helps in achieving the goals of the institution.

7.1.3 How does the institution ensure the quality of its academic programmes?

The quality of academic programmes is ensured by the effective teaching learning process in which the staff and the students extend their best cooperation. Annual evaluation system is followed. The internal tests and other different modes of internal assessment are conducted in the non semester pattern of examination, motivate the students to take up the academic activities seriously. The slow learners are identified and encouraged to follow new techniques of learning and unlearning. Through mentor system the academic quality of each student is monitored. To strengthen the process, Course Plans are distributed to the students.

The Academic Council and IQAC take care of the major academic activities implemented with the view of improving the quality.

Various workshops, seminars and guest lectures are organized to expose the students to different academic and co-academic programmes. Combined with ICT skills the students are motivated for innovative teaching–learning process. The students are encouraged to use the book bank. Students council is functioning for training the students in leadership.

A systematic conduct of Micro teaching and macro teaching programmes enhance the skill of classroom management. Graded Assignments on various related topics make the students enriched with new knowledge. Training is given to the students to prepare teaching aids. Techno-based teaching is practiced to make teaching effective. Model teaching is given to the students to be aware of the know-how of the nuances of teaching. Students are exposed to citizenship training camp to feel the hands-on-experience with the naïve truths and genuineness of the realities of life. Training on cooperative learning is given by Mr.Xavier from Belgium.

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

Administration: The College Governing Council meets regularly and ensures the smooth administration of the college. Apart from this, various committees are formulated and each committee looks into the smooth running of the activities that come within its purview. Decentralization process is genuinely practiced to have inclusive and participatory administration system. A well-established administration is followed. (The administration pattern

is attached)

Financial Management: The College Chairman has appointed a “Finance Manager” to look into the aspects related to finance. The internal and the external audits that are conducted every year guarantee the proper utilization of funds. Campus treasurer system is followed for the whole campus which ensures fool-proof proper utilization of funds. Proper auditing system is followed in the college.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

Our college has a culture of being open and honest in all its activities. This provides an access to all its constituents to identify and share the good practices of the institution. Good practices are identified in the staff meeting. Subject club organizes various programmes like giving guest lectures. We also learn from the neighbouring institutions by establishing a good relationship. During annual institutional get together the principal and the faculty members are honored for achievements through best practices

7.2 Inclusive Practices

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

- Sensitization process starts form orienting our staff and students on the vision and mission statements of our college that has been formulated in accordance with the national policies.
- The curriculum for the teacher education is constantly changed by the TNTEU.
- The management keeps the staff informed of the inclusion policy practiced in the college admission. Students belonging to all castes, religions, languages, social and economic backgrounds are admitted without any discrimination.
- Staff are encouraged to participate in the seminars conducted throughout the nation to sensitize them related to these issues. Seminars are conducted to expose the staff and students to the various educational issues and problems.
- While the curriculum of our college includes the issues related to the national policies,

important national festivals/days and occasions are celebrated and observed which sensitize the staff and students to the issues of inclusion and other national problems.

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

The academic activities planned for the students in the year are very systematic.

- It has a kaleidoscopic vision of bringing up the students with an unbiased and a healthy composition at the intellectual, emotional and psycho-motor levels. Treading on this path, various guest lectures, seminars and exposures are arranged for the students.
- As part of the curriculum, there are units on Gender Sensitization, Free and Compulsory Education, Exceptional Children and their needs and Uniform Education included in the syllabus.
- Further the units studied by our students like emotional intelligence, Individual Differences, Human Rights and Women Education help the students to learn about these aspects.
- All the students study about special education as a unit of study. Special children with physically challenged are admitted in our college and they are given special care to cope up with the academic and other programmes.
- The institution celebrates the birth of Jesus and pongal with physically and mentally challenged children in Anbu Ellam, this instills a sense of respect and love in the minds of the prospective teachers, leading to becoming of committed, competent and compassionate teachers in the future.
- Opportunities like morning assembly, field trips, Subject Clubs activities, Practicum, Seminars and Extension lectures etc create the space and time to become aware of the existence of individual differences in terms of understanding and execution among the prospective teachers.
- The provision for equal participation of boys and girls in all the programmes including sports day, intra-mural cultural and sports competitions.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Envisioning a future society based on values of justice and equality, the institution aims at the integral formation of the prospective teachers who will interact with the society with positive thinking and well motivated for an active participation for the growth and development of the society. To achieve the above, there are various activities planned and conducted in our college to create a conducive atmosphere for learning, self-motivation and unlearning.

Positive social interaction

The institution embarks on various innovative celebrations of important national days like Teachers' Day, Womens' Day, Consumers' Day, Human Rights Day and National Education Day, etc., which put the students in a perspective of global interaction.

- Extension lectures on human rights, consumer rights, legal rights, Time Management and Education system in UK, psychotherapy, Cooperative learning, Inclusive Education and spoken English
- The face to face activities with the people like, Citizenship training Camp in interior villages, celebration of Christmas and Pongal among physically, mentally and socially challenged people, Eco-Human solidarity Rallies etc. relate the students community with the existing society for positive social interaction. □
- Trainees undergo periodically Special School Visits for Deaf and Dumb, Hearing Impaired, visually challenged and mentally challenged. These visits make the students understand the social realities and respect the other with due recognition.
- Co-curricular activities like Intra-mural sports and games, cultural competitions, inter-collegiate cultural competitions and tournament and inter-collegiate Christmas carol singing nurture the open mindedness of the prospective teachers for better positive social interaction.

Active engagement in learning

- The training for an effective teaching-learning process starts with micro-teaching, followed by the demo and ends with 40 days of intensive teaching practice. This practice teaching in intensive schools kindles the spirit of innovative learning and engages the prospective teachers in active learning.

- Special events listed in the curriculum like Use of digital language laboratory, ICT enabled courseware development, morning assembly and prayer etc. activate the students community in their learning.
- Psychology and science experiments, practical counselling, Preparation of improvised models and aids, training on ALM and ABL, RMSA, Citizenship training, club activities, seminars, debates and symposium prepare the minds of the students for active involvement in learning.

Self - motivation

- The curriculum has yielded more space for self-motivational programmes like workshops on personality development, yoga training, Gender Sensitization programme, Seminar on ICT pedagogy and Teacher Effectiveness, Inclusive Education.
- In the same way, there are other self-motivational programmes like Career and Placement Cell, Mentor -Ward system, Personal counselling by the full time counsellor, availability of men, material and method, immediate knowledge of formative and summative tests, Value Education, Environmental Education, Life Skills, Human Rights Education, Guidance & Counselling and Spoken English programme, assignments, practicum, motivating quotations on verandas, the library hours for maximum usage of resources like availability of Educational CDs, Journals, Book bank facility which cater to the self-development of the students.

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

The theoretical inputs and the practical exposure given to the student teachers imbibe the skill of working with children from diverse background and exceptionalities.

- The student teachers are provided with an opportunity to have face to face experience with children from diverse backgrounds and exceptionalities through demo teaching and internship teaching. During these teaching days the student teachers become aware of the efficiency and deficiency of the children and accordingly the student teachers equip themselves.
- Methodology papers in Teacher Education empower the teacher trainees with various methods of teaching-learning to suit the different levels of learning of the children.
- The teacher trainees visit the School for the Blind, SCAD special school for the

cerebral palsy, deaf school, autism and multiple disabilities. These visits provide an opportunity to know the nature of the special students and gain the knowledge and skill of handling them.

- The student teachers are given training on Interactive White Boards and its uses to make the learning easy and interesting for the exceptionalities.
- The students are trained to prepare CAI packages with the help of Programmed Learning which meets the demand of the individual differences in the classroom.
- High achieving students are encouraged to handle classes for the slow learners.
- Anbu illam provides the opportunity for the student teachers to have direct experience of the difficulties and nature of the exceptional children and the student teachers learn to employ the appropriate methods and techniques of teaching-learning process.
- Another important exercise, done by the student teachers is the case study, which helps them to know the background and difficulties of the particular person and eventually the student teacher is prepared to handle such type of exceptional students in the class.
- Yet another record maintained by the student teachers is the test and measurement record which portrays the complete academic profile of various types of students of schools where the student teachers had intensive teaching.

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

- Regarding recreation, indoor games namely Carrom Board and Chess are available for them.
- According to their deficiency, if needed they are given extra time for writing exams or separate hall arrangement in the ground floor respectively.
- Besides that, the latest technologies available in the classrooms and interactive white board enhance the learning process of students, especially physically challenged students.
- The physically challenged students are given the psychological and social support by their peer group and the staff members in all the ways possible. The empathetic attitude of staff, students and the management does make them feel at home.
- On the other hand the normal students, motivated by the institution, gain a good

experience of being with the special students and create a positive and helpful attitude towards the physically challenged students.

- In the syllabus of B.Ed., there are units on the special children, so that the normal students become aware of the nature and needs of the special students.
- The management takes effort to facilitate the special government scholarships for these students.
- Guidance and counseling programmes are made available for these students.
- The college has a ramp to ensure the smooth mobility of these students.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women club and other similar bodies dealing with gender sensitive issues)?

The college maintains a strict code of conduct and emphasis on moral values, decorum and dress code.

- The students are thoroughly engaged in academic and co-curricular activities. A healthy educative environment prevails.
- Value education classes are held once in a week.
- Counseling and mentoring facilities are offered.
- Solved such issues crop up the Women's club and the mentors settle them amicably through counseling.
- Women's club is established to look after the problems of the girls. Woman staff takes care of the needs of the female students. The woman's club under the chairmanship of the principal meets the female students as a group once in two months and their needs are satisfied.
- The institute has committees namely Anti-Ragging Cell and Anti-Ragging squad which protect the women from the nuisance of ragging.
- Similarly women Dalit students can take recourse to the discrimination against Dalit students, if they encounter any problem in the campus.
- Women are given due representation as Vice-Chairman and Secretary in the student council.
- Gender sensitization programme is conducted in our college.
- Women's Day is celebrated by men and women where the male students recognize and respect the potentials of the female students.
- In all the activities conducted in the college, the share of the women students is

ensured and respected.

7.3 Stakeholder Relationships

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

- The Annual Quality Assurance Report of IQAC, IQAC News letter, Annual Reports, College Prospectus, Calendar, College Website, and other celebrations in the colleges provide the information on the organizational performance to the stake holders.
- Whenever the Alumni and the public representatives attend the meetings of statutory bodies, Academic Council and steering committee, they are offered the needed information on the performance of the institution.
- The free flow of information that lies among the students, teachers and the parents ensures the access to the information on organizational performance.
- The institution gives the details and information related to academic and administrative aspects to any staff or student without inhibition, if demanded

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Any venture, anywhere at any plane is bound to face ups and downs, pitfalls and sparks. Having served the society for the past 10 years, the institution has inspite of various annihilations, reached the high status with quality education. This is possible mainly due to the information or feedback received from the students and stakeholders. They are the real measures of our commitment for a new society.

- The curricular, co-curricular and extra-curricular programmes are planned, evaluated and revised as per the feedback of the students and stakeholders.
- The curricular activities are segmented according to its nature as co-curricular and extra-curricular activities. Those activities are planned, executed, monitored, evaluated and revised by various committees.
- Besides that, feedback from the experts and student representatives are received through IQAC which meets once in a year to evaluate the curricular, co-curricular and extra-curricular activities of previous year and to plan the activities of the ensuing year.
- At the end of the course, the teaching and learning process are evaluated through the feedback questionnaire by the students and the performance in CIA and Year

end exams. Based on the above, the forth coming activities are planned and executed.

- The Alumni members and the educationists who are well represented in various committees present valuable feedback and suggestions to improve the quality.
- In addition, feedback in terms of suggestion and modifications are received from the members of the practical commission. Mean while, the College is receiving feedback from the delegates and resource persons on its themes while conducting seminars and workshops at State, National levels and international level.
- At the end of the course, feedback forms are distributed to the students in order to receive integrated opinion about the course, curriculum, teachers and teaching-learning process. .
- All together, through academic calendar, Syllabus books, Time table, Monthly plans, Course Plan, Notice Boards, College Website, Mentor-Ward System, Counsellors, active involvement of staff members and through various committees of the college the curricular, co-curricular and extra-curricular programmes are planned, communicated across the institution, evaluated and revised which assure the quality of higher and professional education.

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

- Feedback is the mechanism that overhauls and lubricates the system assuring the smooth sail amidst uncertainties, turmoil and tempests of the stake holders and the investors.
- Feedback is collected about our students from the intensive teaching practice schools.
- Formal and Informal feedback are collected from the present set of students and the old students.
- Alumni members examine the programme and give feedback.
- In addition, feedback in terms of suggestion and modifications are received from the members of the practical commission. Mean while, the College is receiving feedback from the delegates and resource persons on its themes while conducting seminars and workshops at State, National and International level
- Our college distributes a feedback form to all the students and they are asked to evaluate the staff members who have handled classes. This formally collected

feedback is shared by the principal with the staff members for further improvement.

- Apart from the above, oral feedback is received from the staff and the students and this information is taken into consideration for quality improvement of the programmes in the following days.
- Based on these feedbacks, reshaping, modification is done for quality attainment.

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

1. *How are the core values of NAAC reflected in the various functions of the institution?*

The core values identified by NAAC are the following:

1. Contributing to national development
2. Fostering global competencies
3. Inculcating value system
4. Promoting the use of technology
5. Quest for excellence

This institution, started in 2006 by Dr.Cletus Babu, Founder Chairman in the trust name of Social Change and Development, commonly called SCAD, has been serving the nation and the world for the past 32 years in the field of education.

//Awards by Chairman

Our institution has been accredited with B Grade, the institutions is marching towards excellence and quality teacher education.

The below given brief description portrays how the above mentioned core values are reflected in the various functioning of the institution.

1. Contributing to national development

The institution is aware of its duty towards its development of the nation. The development could be in terms of providing access and equity to the people, and involving the teacher trainees in the community development.

- **Equity:** In order to establish social justice, equity and transparency, the institution gives preference in admitting the dalits, first generation learners and rural poor candidates through special admission policy. The financial assistance (Scholarships) are given to them. Special academic programmes are conducted to elevate the level of academically backward students at par with normal.

- **Community Engagement:** Everyone has the social responsibility as part of his social existence. The teacher trainees are to be formed to have an open mind and committed life towards the construction of just society; these are achieved by exposing the teacher trainees to the reality of the rural society, making them provide educational service to the socially disadvantaged. Trainees undergo periodically Special School Visits to Anbu Illum.

The face to face activities for the peoples life citizenship training camp in interior villages, celebration of Christmas and Pongal among physically mentally and socially challenged people.

2. Fostering global competencies

Development of Generic Skills:

The success of a skilled profession lies in the competence of the human resource. Therefore utmost care to impart the skills required for teaching effectively. Integrated psychological and sociological competence is given to the students. Our teacher trainees are trained at micro and macro level. Micro teaching that is given within the college and macro teaching that is given at the schools develops their overall competencies.

Training in spoken English, Personality development is offered to our students. Opportunity is provided to improve the cultural talents. Spiritual formation is also paid attention. All these trainings received during their formation in our B.Ed. College develop the global and overall competence of the students.

The institution is able to produce a group of students with high caliber with innovative and critical thinking. The competence of the students teachers are very much acclaimed for their in-depth analysis of the society. The student teachers are also empowered with cultural competence which could help them reach out others with open mind.

The students are given the opportunities to listen the classes of foreigners from UK, Belgium, Irish etc.

Development of Application Skill

Skill development through micro and macro teaching, courses on emotional intelligent, personality development, computer skills, Spoken English, Guidance and Counselling, Time Management, Training in Yoga and Arts & Craft empower the students with multi-skills. Every year our college conducts intra-mural cultural and sports competitions.

Micro teaching - demo and practice, Pre-practice macro teaching with peer groups,

demonstration teaching by subject teachers, Intensive teaching practice and peer teaching etc all these sessions develop the application skills of the student teachers.

Leadership training is given through club activities and the other programmes organized by the students council. Development of the skill of observation and critical thinking takes place through Psychology experiments and case study. Skill of operating electronic gadgets, preparing individual assignments, utilization of language laboratory and interpersonal skills are imparted to the students for their multi-skill development.

Development of Life Skills

Personality development is the part and parcel of the teacher development. The person is helped through Cultural competitions, Seminars and special talks on life orientations and spiritual journey (God experience), Courses on Time management, Guidance and Counselling and Life Skills to become aware of himself and the society in which he lives so that better management of self and the neighbours becomes possible, leading to harmonious and total self-development.

3. Inculcating a value system

In a multicultural social system, the worth of a human is evaluated in terms of values. The values that are embedded internally are exhibited through one's one words and actions. Therefore the institutions need to play a vital role in transferring age old personal and social values to the individual through the proper organization of the curriculum. Find below the programmes, which are the integration of values in academic programmes and management practices and inculcation through co-curricular activities organised by the institution.

Value Integration in Academic programmes

Weekly allotment of one hour value education enables the student teachers to become aware of their duty towards the society and the neighbours. The timely submission of assignments, regular attendance, punctuality, alertness in the class and outside, promptly doing the home work, regular preparation for formative and summative evaluation, showing keen interest in subject club activities, the activities of SUPW, extension lectures and other programmes etc. are all the opportunities given to the teacher trainees to integrate the personal values through the academic programme. Daily Prayer service is conducted with readings taken from scriptures of different religions. Morning Assembly is conducted every week in the institute where inter-religious prayer, speeches on a particular theme and announcements are

part of the programme.

The democratic values of co-operation, sharing tolerance, mutual understanding, mutual help, dignity of labour, friendship, justice, love, equality, leadership etc. are inculcated through the conduct of seminars, symposium, debate, field trips, science experiments, group discussion and group study

Value Integration in Management Practices

- Mentor system is followed in which a teacher is assigned a set of students to know them personally and help them in all ways.
- A full time counsellor is appointed to help the students come out of their problems by providing apt guidance. Religious values are given and students are encouraged to attend prayers.
- As the teaching-learning process is learner-centered, the management practices are very much value oriented and student friendly. The institute takes effort in soliciting the financing support (Scholarship) from all directions including management and government towards the academic upliftment of the poor.
- To nurture the family spirit and a sense of belonging to an institutional family, the annual features of staff outing, get-together of staff family during founder's day celebration.

Value inculcation through co-curricular and extra-curricular activities

A teacher becomes an embodiment of values. Our life is nothing but the expression of values through behaviour. The Academic calendar consisting of various curricular and co-curricular activities ensures the inculcation of values to the individuals.

- To make the teacher trainees live a fruitful life of an Indian citizen, various extension lectures and celebrations on consumer rights, AIDS awareness, cancer awareness, eye awareness, understanding of traffic rules and safety measures during fire accidents are organised.
- The institution organizes intra-collegiate Cultural competitions annually.
- The students' council, a forum for and of the students, shoulders the responsibility of organising college events in collaboration with staff members and management leading to absorbing of democratic values to the students.
- Community consciousness and commitment for the society is well nurtured among the students through the organization of citizenship training camp along with medical camp.

- The institution also celebrates Independence Day, Republic day, Women's Day, Teacher's day, Christmas, Pongal, Onam etc. to infuse values among the teacher trainees.

4. Promoting the use of technology

Keeping pace with the changes of 21st century the institute takes every effort to promote the use of technology so that there is an enrichment of learning and increase in the access for on-line programmes, along with the system management.

Enrichment of Learning

- Teachers make use of the ICT facility available in the class by preparing PowerPoint slides, videos and Educational CDs which are available in the library. The students and staff members are also trainees to use the Interactive White Boards. Video Camera is used to record the micro and macro teaching performance with the aim of improving the quality of teaching.
- In order to make our library user-friendly, a special software Rovam – LMS and Bar coding system are available in the library, which help our students to find out the location of books and do the transaction immediately. Our library is equipped with net facility and Educational CDs are available for the use of the learners in the library. □
- The college has a modernized computer lab with more than 20 computers among which 15 computers are having internet connection for all the students. The learners are guided to visit the relevant websites to download the information related to their intensive teaching practice, assignments and prescribed seminar topics. Besides that, the Language Laboratory is utilized effectively for Spoken English training.
- The Teacher trainees prepare Computer Assisted Instruction (CAI) packages and power point slides in their optional subjects.

□ Optimum use of ICT

The ICT lab is kept open for the students throughout the day starting from 08.30 a.m. to 06.00 p.m.

□ ICT in Governance

After the advent of digital technology, the governance has been completely revamped, making the communication more easy and viable. Thus the ICT helps all the stakeholders in

interacting with the management and networking with others. It helps the management take swift decision in the process.

- Students' database** is maintained in the institution. It enables the administrator to collect data about a particular student so that he could be guided personally and academically.
- In the college office the details about the staff and non-teaching staff is maintained.
- Our Library has **ROVAN-Library Management System (LMS)** software which facilitates the transaction of books and journals and current stock of the books.
- GLORINA – Language Lab software:** This software is utilized for the training in communicative English

5. Quest for excellence

In the process of excellence the institution has set a number of instruments to be of help in checking our quality indicators. One of them is the IQAC which constantly monitors the element of quality in all the programmes and events. Every activity is quality-driven and bears fruit in terms of the modification of behaviour of the students. This is confirmed in the process of evaluation after each event.

The commonly known three arms of the higher education namely Teaching, Evaluation and Extension are always viewed critically and innovations are made as part of the excellence. Thus there are number of best practices specific to the institution which are given below

i) Teaching and Learning

- Preparation of Course plan and SIM by the teacher Educators
- Preparation of CAI packages by Mathematics and Computer science students as courseware.
- Implementation of Techno-based pedagogy
- Model teaching and Demo Teaching by Teacher Educators
- Use of Interactive White Boards (IWB)
- Increasing the modes of internal assessments
- Intensive Spoken English Programme in different phases
- Infusing values through the curricular programmes.
- Initiating critical thinking on Global Trends
- Preparing digital lesson plan for all subjects

- Evaluating the educational websites

ii)Extension

- Citizenship Training Camp.
- Participation in Cultural and Sports competitions
- Blood Donation camp
- Eye Donation camp

iii) Governance

- Systematized recruitment of qualified staff members.
- Staff welfare programmes such as tour, staff family-get-together during founders day and seminars.
- Honouring the best teacher awardees of our college
- Committees for decentralized, participatory and networking Management
- Effective Feedback Mechanisms by Students and Stakeholders.
- Flexibility and freedom for the faculty in consultancy services.

iv) Infrastructure

- Well established Computer Lab with broadband internet connectivity.
- Various educational CDs/DVDs.
- Language laboratory upgraded with special software. (GLORINA – Language Lab).
- Smart classroom facilities for effective teaching-learning

v) Students' Progression

- Forming Dynamic Groups
- Mentor - Ward System
- Get together of Alumni
- Scholarships by the Government

- Fee concession by the management
- Resourceful Library with, Book bank books and Journals

vi) Future Plans of the Institution

- Introducing Integrated B. Ed. Course
- Introducing M.Ed. Course
- Introducing Special B.Ed. course
- Introducing Economics optional for the B.Ed. course.
- Expanding the new building
- Introduction of New Diploma and Certificate Courses
- Establishment of Solar lighting System
- Enabling Video Conferencing and CCTV

MAPPING

SCAD COLLEGE OF EDUCATION
 CHERANMAHADEVI - 627404
MAPPING OF ACADEMIC ACTIVITIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Admission and Orientation	█																		90	
Theory			█													█		█		180
Tutorials/ Seminars																			3	
Sessional work Tests & Assignments						█											█		17	
Practical Work			█		█	█													14	
Preparation of Internship: Demonstration/Obse			█		█	█	█	█											61	
Practice Teaching/ Internship						█													270	
Co-Curricular Activities																			14	
Working with Community/ Project work																			42	
End-Term Examination																				
Total																			691	

SCAD COLLEGE OF EDUCATION
 CHERANMAHADEVI
 MAPPING OF ACADEMIC ACTIVITIES

WEEKS	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Admission & Orientation																			
Theory	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	441
Tutorials/ Seminars	█			█					█					█	█		█		52
Sessional work		█	█	█			█	█		█					█	█			
Tests & Assignments																		█	48
Practical Work	█	█	█	█			█												45
Preparation of Internship: Demonstratio																			
Practice Teaching/ Internship																			
Co-Curricular Activities	█			█	█				█	█		█		█		█	█	█	46
Working with Community/ Project work	█											█		█			█		12
End-Term Examination																			
Total																			644

SCAD COLLEGE OF EDUCATION
CHERANMAHADEVI
MAPPING OF ACADEMIC ACTIVITIES

WEEKS	37	38	39	40	Total hrs
Admission & Orientation					
Theory		■			36
Tutorials/ Seminars	■		■		36
Sessional work Tests & Assignments	■		■		36
Practical Work					
Preparation of Internship: Demonstratio					
Practice Teaching/ Internship					
Co-Curricular Activities					
Working with Community/ Project work					
End-Term Examination				■	36
Total					144



PRESENT SCENARIO OF EDUCATION IN TAMIL NADU

Tamil Nadu is one of the 29 states of India. Its capital and largest city is Chennai (formerly known as Madras). Tamil Nadu¹ lies in the southernmost part of the Indian Peninsula and is bordered by the union territory of Puducherry and the South Indian states of Kerala, Karnataka, and Andhra Pradesh. It is bounded by the Eastern Ghats on the north, by the Nilgiri, the Anamalai Hills, and Kerala on the west, by the Bay of Bengal in the east, by the Gulf of Mannar and the Palk Strait on the southeast, and by the Indian Ocean on the south. It also shares a maritime border with the nation of Sri Lanka. Tamil Nadu is the eleventh-largest state in India by area and the sixth-most populous. The state was ranked sixth among states in India according to the Human Development Index in 2011, with the second-largest state economy. Tamil Nadu is the second largest state economy in India with 4,789 billion (US\$71 billion) in gross domestic product. The state has the highest number (10.56 per cent) of business enterprises and stands second in total employment (9.97 per cent) in India, compared to the population share of about 6 per cent. Tamil Nadu was ranked as one of the top seven developed states in India based on a "Multidimensional Development Index" in a 2013 report published by a panel headed by current RBI governor Raghuram Rajan. Its official language is Tamil, which is one of the longest-surviving classical languages in the world. Tamil Nadu is one of the most literate states in India. Tamil Nadu has performed reasonably well in terms of literacy growth during the decade 2001–2011. A survey conducted by the Industry body Assocham ranks Tamil Nadu top among Indian states with about 100 per cent Gross Enrolment Ratio (GER) in primary and upper primary education. One of the basic limitations for improvement in education in the state is the rate of absence of teachers in public schools, which at 21.4 per cent is significant. The analysis of primary school education in the state by Pratham shows a low drop-off rate but poor quality of state education compared to other states. Tamil Nadu has 37 universities, 552 engineering colleges,¹ 449 Polytechnic Colleges and 566 arts and science colleges, 34335 elementary schools, 5167 high schools, 5054 higher secondary schools and 5000 hospitals. Some of the notable educational institutes present in Tamil Nadu are Indian Institute of Technology Madras, College of Engineering, Guindy, Indian Institute of Management Tiruchirappalli, Indian Maritime University, National Institute of Technology, Tiruchirappalli, Tamil Nadu Dr. Ambedkar Law University, Chennai, Madras

Medical College, Loyola College, Chennai, Ethiraj College for Women, Stella Maris College, Tamilnadu Teachers Education University, Chennai and Tamil Nadu Agricultural University.

Tamil Nadu now has 69 per cent reservation in educational institutions for socially backward section of the society, the highest among all Indian states. The Midday Meal Scheme programme in Tamil Nadu was first initiated by Kamaraj, then it was expanded by M G Ramachandran in 1983. Tamil Nadu is home to many natural resources. In addition, its people have developed and continue classical arts, classical music, and classical literature. Historic buildings and religious sites include Hindu temples of Dravidian architecture, hill stations, beach resorts, multi-religious pilgrimage sites, and eight UNESCO World Heritage Sites. Tamil Nadu has a distinguished history of progressive social movements and legislations that have contributed in making it one of the leading states in the field of education. It has a rich history of policy initiatives, experiences and institutions in the domains of education and teacher education. A large number of Pre-Service Teacher Educational Institutes co-exist, ranging from Government Colleges of Teacher Education (22) including IASE (2) and self-financed Colleges of Teacher Education (657), DIETs (29), Government TTIs (9), Aided TTIs (42) and Self Financing TTIs (458). The government institutes have shown a rise in the enrolment compared to the aided and self financing institutes in the last academic session. The availability of qualified teachers is virtually at 100%, across all the 32 districts. There is a large surplus capacity in the teacher education sector. The state has undertaken many academic reforms such as development of the Tamil Nadu School Curriculum Framework, development of textbooks in the light of recommendations of NCF 2005, preparation of manuals to train and orient school teachers about RTE 2009 and Child Rights. It has undertaken the Revision of Curriculum and Syllabus for Elementary Teacher Education, Revision of Higher Secondary Syllabus, Examination Reforms, Introduction of Trimester and Implementation of Continuous and Comprehensive Evaluation (CCE) at the school level. Commendable use of ICT technology in monitoring, data management and access to knowledge resources. Pro-active leadership and faculty of SCERT. The DIET faculty is highly qualified with 2/3rd faculty having M. Phil and another 10% Ph.D. The DIET faculty is undertaking a large number of research projects that indicates their Scientific Temper. **Tamil Nadu Teachers Education University** is a state university located in Chennai, Tamil Nadu, which specialises in teachers' education. The Tamilnadu Teacher Education University is

functioning at Chennai with 657 affiliated Colleges of Education including Government, Government Aided and Self-Financing Colleges in the whole of the Tamil Nadu State. Tamil Nadu Teachers Education University is a unique University of this kind, for it is the first and only one University in India, which is solely established for promoting excellence in Teachers Education. It introduced Two years course for B.Ed and M.Ed from 2015-16 onwards. Some of these affiliated colleges are also offering Master of Education (M.Ed.) degree courses. A very few colleges have M.Phil and Ph.D. The University has 6 departments viz., Pedagogical Sciences, Value Education, Educational Psychology, Educational Techchology, Curriculum Planning and Evaluation and Educational Planning and Administration. The State Planning Commission has suggested the 5E model . This is to ensure the five Es in higher education: expansion, equity, excellence, employability and e-governance.

SCAD COLLEGE OF EDUCATION – CHERANMAHADEVI
2015-16



Inauguration of the Academic Year



Orientation programme-i



Orientation programme -ii



Bridge Course



Independence Day Celebration



Celebration of Onam



Teachers Day



Macro Teaching



Students' Council Election



Interactive white board training



Dengue awareness programme



Abdulkalam Birth Day Celebration



Radio Mirchi Programme



Citizenship Training Camp Programme –i



Citizenship Training Camp Programme –ii



Citizenship Training Camp Programme –iii



Citizenship Training Camp Programme –iv



Christmas celebration



Pongal Day Celebration



Club Activities



Maxine Award Competition



Cultural Competitions



Annual day



Library Day Celebration



Educational Tour



Alumni Meet

APPENDICES

TIME TABLE



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

B.Ed., Degree (Two Year) Examination, June 2016

(For the candidates admitted during the academic year 2015-2016)

I Year

TIME – TABLE

Time: FN: 10.00 A.M. to 01.00 P.M.

Max. Marks: 70

Date	Name of the Subjects	Subject Code
Group – A: PERSPECTIVES IN EDUCATION		
18.06.2016	Psychology of Learners and Learning	FPEPL
19.06.2016	Education in Contemporary India	FPEEC
25.06.2016	Education and Socialisation	FPEES
26.06.2016	Essentials of Teaching and Learning	FPEET
Group – B: CURRICULUM AND PEDAGOGIC STUDIES		
02.07.2016	Pedagogy of Tamil : Part - I (Methodology)	FCPTA
	Pedagogy of English : Part - I (Methodology)	FCPEN
	Pedagogy of Urdu: Part - I (Methodology)	FCPUR
	Pedagogy of Mathematics: Part - I (Methodology)	FCPMA
	Pedagogy of Computer Science: Part - I (Methodology)	FCPCS
	Pedagogy of Physical Science: Part - I (Methodology)	FCPPS
	Pedagogy of Biological Science: Part - I (Methodology)	FCPBS
	Pedagogy of History: Part - I (Methodology)	FCPHI
	Pedagogy of Geography: Part - I (Methodology)	FCPGE
	Pedagogy of Economics: Part - I (Methodology)	FCPEC
	Pedagogy of Commerce and Accountancy: Part - I (Methodology)	FCPCA
	Pedagogy of Home Science: Part - I (Methodology)	FCPHS
Pedagogy of Social Science: Part - I (Methodology)	FCPSS	
03.07.2016	Assessment of Learning (Compulsory Course for All)	FCPAL
GROUP – C: OPTIONAL COURSES		
09.07.2016	Yoga, Health and Physical Education	FEP CY
10.07.2016	Environmental Education	FEPCE
15.07.2016	Information and Communication Technology in Education	FEP CI

CONTROLLER OF EXAMINATIONS
PRINCIPAL

SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

3

SCAD COLLEGE OF EDUCATION
CHERANMAHADEVI
TIME TABLE 2015-16

DAYS	08.50-9.00	09.00-9.45	09.45-10.30	10.30-11.15	11.15-11.30	11.30-12.15	12.15-01.00	01.00-01.45	01.45-02.15	02.15-03.05	03.05-03.20	3.20-04.00
MON	PRAYER	FEPCE	PART-I	FPEEC	BREAK	FPEES	FPEET	LUNCH BREAK	FCPAL	FEPPI	BREAK	FEPKY
TUE		FCPAL	PART-I	FEPPI		FPEES	FPEES		FCPAL	FEPKY		
WED		FPEET	PART-I	FEPCE		FPEES	FPEPL		FPEEC	FCPAL		FPEET
THU		FEPPI	FEPCE	FPEEC		FPEPL	FPEES		FCPAL	FPEET		FEPKY
FRI		FPEEC	PART-I	FPEPL		FPEES	FEPPI		FCPAL	FEPKY		
SAT		FEPCE	FPEEC	FPEET		FEPPI	FEPPI		FEPKY	MENTOR		

FPEPL-Psychology, FPEEC - Edn. In Contemporary India, FPEES- Sociology, FPEET - Essentials of teaching and learning
 PART-I-Optional 1, FCPAL- Assessment of Learning, FEPKY- Yoga & HPF, FEPCE - EVS, FEPPI - ICT

A. S. K.

PRINCIPAL
SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

**SCAD COLLEGE OF EDUCATION - CHERANMAHADEVI
TIME TABLE-2014-2015**

Days	08.40-08.55		09.00-09.50		09.50-10.40		10.40-11.00		11.00-11.50		11.50-12.40		12.40-01.30		01.30-02.15		02.15-3.00		03.00-03.15		03.15-04.00		04.04.45	
Mon	Prayer		CORE - I	OPT II	Break		CORE III	OPT-1 (LIB) ENG	Lunch		CORE II	ELEC	Break		Phy Edn	CORE I								
Tues	Prayer		CORE -II	OPT-I	Break		COREIII	OPT-II	Lunch		CORE I	ELEC	Break		SUPW	CORE II								
Wed	Prayer		CORE- III	CORE-I	Break		OPT-1 (LIB) TAM & His	COREII	Lunch		OPT-II	ELEC	Break		Phy Edn	CORE III								
Thur	Prayer		CORE-I	CORE-III	Break		OPT-II	CORE II	Lunch		OPT-1 (LIB- BIO & COM	LIB-LAB &ANBU	Break		SUPW	TET/TRB								
Fri	Prayer		CORE -II	OPT II	Break		OPT-1-LIB- MATR & P.SC	COREIII	Lunch		CORE I	ELEC	Break		Value edn	spo:ang								
Sat	Prayer		CORE -III	CORE I	Break		CORE II	OPT-I	Lunch		OPT-II	Mentor	Break											


PRINCIPAL
SCAD COLLEGE OF EDUCATION
 SCAD NAGAR
 CHERANMAHADEVI - 627 414

SCAD COLLEGE OF EDUCATION
TIME TABLE - 2015-16

DAYS	PRAYER				BREAK				LUNCH BREAK				BREAK			
MON	CORE-I	OPT - I	PC-III	CORE-II	OPT - II	CORE-II	OPT - II	CORE-II	ELEC	ETEE2 - PEE	ETEE2 - PEE	HPE	SUPW	HPE	SUPW	
TUES	CORE-II	OPT - II	CORE-I	OPT - I	CORE-III	OPT - I	CORE-I	CORE-III	ELEC	LIB	LIB	HPE	SUPW	HPE	SUPW	
WED	CORE-III	OPT - I	CORE-II	OPT - II	CORE-I	OPT - II	CORE-I	CORE-I	ETEE2 - PEE	PC-III	PC-III	HPE	HPE	HPE	HPE	
THU	CORE-I	OPT - II	CORE-III	OPT - I	OPT - I	PC-III	PC-III	ELEC	ELEC	ETEE2 - PEE	ETEE2 - PEE	ELEC	SUPPW	SUPPW	SUPPW	
FRI	CORE-II	OPT - I	PC-III	OPT - II	OPT - II	CORE-III	CORE-III	ELEC	LIB	LIB	LIB	ELEC	ETEE2 - PEE	ETEE2 - PEE	ETEE2 - PEE	
SAT	CORE-III	PC - III	CORE-II	OPT - II	ETEE2 - PEE	CORE-I	CORE-I	HPE	MENTOR	MENTOR	MENTOR	HPE	HPE	HPE	HPE	

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

SYLLABUS

B.Ed. - First Year Curriculum Framework

I - Theory Components

Group - A: Perspectives in Education				
Course Code	Name of the Course	Internal Mark	External Mark	Total Mark
FPEPL	Psychology of Learners and Learning	30	70	100
FPEEC	Education in Contemporary India	30	70	100
FPEES	Education and Socialisation	30	70	100
FPEET	Essentials of Teaching and Learning	30	70	100
Sub - Total		120	280	400
Group - B : Curriculum and Pedagogic Studies				
Course Code	Name of the Course	Internal Mark	External Mark	Total Mark
FCPTA	Pedagogy of Tamil : Part - I	30	70	100
FCPEN	Pedagogy of English: Part - I			
FCPUR	Pedagogy of Urdu: Part - I			
FCPMA	Pedagogy of Mathematics : Part- I			
FCPCS	Pedagogy of Computer Science : Part- I			
FCPPS	Pedagogy of Physical Science : Part- I			
FCPBS	Pedagogy of Biological Science : Part- I			
FCPHI	Pedagogy of History : Part - I			
FCPGE	Pedagogy of Geography : Part- I			
FCPEC	Pedagogy of Economics: Part- I			
FCPCA	Pedagogy of Commerce and Accountancy : Part- I			


H. Laxmi
PRINCIPAL

SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

FCPHS	Pedagogy of Home Science : Part- I			
FCPSS	Pedagogy of Social Science : Part- I*			
FCPAL	Assessment of Learning	30	70	100
Sub - Total		60	140	200
Group - C: Optional Course				
Course Code	Name of the Course	Internal Mark	External Mark	Total Mark
FPCY	Yoga, Health and Physical Education	30	70	100
FEPCE	Environmental Education	30	70	100
FEPCEI	Information and Communication Technology in Education	30	70	100
Sub - Total		90	210	300
Grand Total		270	630	900


NOTE:* The Pedagogy of Social Science is mandatory for the Student teachers who have studied the following main subjects.

1. Philosophy
2. Psychology
3. Sociology
4. Logic &
5. Political Science


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

**B.Ed : First Year Curriculum Framework
II. Practicum Components**


Sl.No	ACTIVITIES	Level - I	Level - II	Total
		Marks	Marks	
1	<p>School Internship (4 Weeks) (Allotment of schools for School Internship for student- teachers are subject to prior approval from the concerned District educational authorities. The Principals of the Colleges of Education have to submit the School Internship Schedule to the Tamilnadu Teachers Education University)</p> <ul style="list-style-type: none"> - Observation of Mentor Classes: Level - I & Level - II - Identifying and Analysing the Diverse Needs of the Learners: Level - I & Level - II - Exploring and Preparing Teaching Learning Materials (TLM): Level -I & Level - II - Reflections on Continuous and Comprehensive Evaluation (CCE) practiced in Co-operative Schools : Level - I & Level - II - Assessing and reporting on the Environment context of Co-operative Schools. - Organisation of Study Circles / Science Clubs / Forums with respect to the nature of the basic subject of student - teachers - Interactions with School Administrators, Teachers, Parents and Community - Analysing and Reflecting on the School Textbooks : Level - I and Level - II 			
2	<p>Observation Records 10 Observation of Mentor Teacher Classes pertaining to the basic subject of the student - teacher</p> <ul style="list-style-type: none"> a) Level - I b) Level - II 	10	10	20
3	<p>Demonstration Records Demonstration by Teacher Educators, Subject Experts/Senior School Teachers and Peer Teachers: 5 observation of demonstration class pertaining to the basic subject of the student - teacher</p> <ul style="list-style-type: none"> a) Level - I b) Level - II 	15	15	30


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

4	Micro Teaching Records a) Micro Teaching Record : Level - I i) Practicing any 5 skills pertaining to the basic subject of the student - teacher ii) Observing and rating of any 5 Peer's Microteaching lessons pertaining to the basic subject of the student – teacher b) Micro Teaching Record : Level -II i) Practicing any 5 Skills related to the basic Subject of student - teachers ii) Observing and rating of Peer's any 5 Microteaching lessons related to the basic Subjects of the Student-teachers	15	15	30
5	Projects on Identifying and Analysing the Diverse Needs of Learners (Below average, Average, Above average, Gifted and Differently abled) a) Level - I b) Level – II	15	15	30
5	Preparation and Contribution (after passing the first year practical examinations) of Teaching and Learning Materials (TLM) to Co-operative Schools (a) Level - I (10 TLM pertaining to the basic subject of the student - teacher (b) Level - II (10 TLM pertaining to the basic Subject of the student-teachers)	20	20	40
7	Reflective Record on Continuous and Comprehensive Evaluation (CCE) Practiced in the Co - operative Schools Level - I or Level - II (This activity shall be related to pertaining to the basic subject of the student - teacher	-	-	20
	Test and Measurement Records (Based on the Marks available in the School Mark Registers) a) Level - I b) Level – II	20	20	40
	Environmental Education Record (Student - teachers need to assess and write a detailed report on the environmental context of the Co – operative Schools)	-	-	20


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

10	Case Study Record – Individual Level – II	-	20	20
11	Psychology Experiment Record (3-Paper-Pencil Tests and 3 Experiments out of the list given under the psychology experiments)	-	-	30
12	Reading and Reflecting on School Textbooks Level – I or Level – II (Reading and Reflecting the Textbooks of the student-teacher basic Subject)	-	-	20
13	Citizenship training camp Record (Camp should be organised for a period of 5 days with prior approval from the Tamil Nadu Teachers Education University)	-	-	20
14	Educational Technology Record	-	-	20
15	Yoga, Health and Physical Education Record (Observing and recording the Yoga, Health and Physical Education activities conducted in the colleges of Education and also teaching and practicing 1 activity related to Yoga, Health and Physical activity respectively at level-I)	-	-	25
16	Coursewise Tasks and Assignment Record Practicum / Field work related Tasks and Assignments for each Theory Courses carry the weightage of 25 marks. List of Tasks and Assignments to be carried out by the Student-teachers based on the Suggested Activities are given at the end of the Syllabus of each Theory Course. Course wise Tasks and Assignments are to be submitted in the form of separate Records at the time of Practical Examinations	-	-	9 Theory X 25 Marks =225
				600
	NOTE : a) Level – I refers to Standard VI to VIII (Upper Primary), compulsory for all student - teachers. For activities pertaining to Level - I, student-teachers shall select either Standard VI or VII or VIII as per the requirement of the Co-operative schools. (b) Level - II refers to Standard IX & X (Secondary) for UG qualified student - teachers / Standard XI & XII (Higher Secondary / Senior Secondary) for PG qualified student - teachers.			


PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMANUR - 627 414

ACADEMIC CALENDAR

JULY - 2014

DATE	DAYS	EVENTS
1	TUE	
2	WED	
3	THU	
4	FRI	
5	SAT	
6	SUN	Holiday
7	MON	Admission Work
8	TUE	
9	WED	- do -
10	THU	
11	FRI	
12	SAT	Holiday
13	SUN	Holiday
14	MON	
15	TUE	- do -
16	WED	
17	THU	
18	FRI	
19	SAT	- do -
20	SUN	Holiday
21	MON	
22	TUE	- do -
23	WED	
24	THU	
25	FRI	
26	SAT	Holiday
27	SUN	Holiday
28	MON	
29	TUE	- do -
30	WED	
31	THU	- do -

No. Of Working Days - 18

26

AUGUST - 2014

DATE	DAYS	EVENTS
1	FRI	Admission Work
2	SAT	- do -
3	SUN	Holiday
4	MON	Inauguration and Orientation
5	TUE	
6	WED	
7	THU	Communication Skill Development Training Programme Starts
8	FRI	- do -
9	SAT	
10	SUN	Holiday
11	MON	
12	TUE	Communication Skill Development Training Programme Ends
13	WED	Micro - teaching - Introduction
14	THU	
15	FRI	Independence Day - Holiday
16	SAT	
17	SUN	Holiday
18	MON	Micro - teaching Demonstration
19	TUE	- do -
20	WED	- do -
21	THU	Micro - Cycle ends
22	FRI	Guest lecture -1 -Effective Teaching
23	SAT	Holiday
24	SUN	Holiday
25	MON	Guest lecture -2 Personality Development
26	TUE	
27	WED	Micro - Cycle ends
28	THU	Link Practice
29	FRI	Vinayagar -Charurthi -Holiday
30	SAT	
31	SUN	Holiday

No. Of Working Days - 21

27

PRINCIPAL
SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

SEPTEMBER - 2014

DATE	DAYS	EVENTS
1	MON	Model lesson - Demonstration
2	TUE	-do-
3	WED	-do-
4	THU	Workshop on Stress Coping Management
5	FRI	Teacher's Day Celebration
6	SAT	Regular class
7	SUN	Onam Holiday
8	MON	Regular class
9	TUE	Inauguration of All Clubs & Association
10	WED	
11	THU	-do-
12	FRI	
13	SAT	Holiday
14	SUN	Holiday
15	MON	Seminar on Positive Thinking
16	TUE	World Ozone Day celebration - ECO Club
17	WED	Lesson Plan Preparation
18	THU	I Practice Teaching
19	FRI	Symposium
20	SAT	
21	SUN	Holiday
22	MON	
23	TUE	
24	WED	II Practice Teaching
25	THU	
26	FRI	I Internal Test
27	SAT	
28	SUN	Holiday
29	MON	
30	TUE	

No. Of Working Days - 25

28

OCTOBER - 2014

DATE	DAYS	EVENTS
1	WED	
2	THU	Gandhi Jayanthi /Ayutha Pooja- Holiday
3	FRI	Vijayadasami - Holiday
4	SAT	
5	SUN	Holiday -Bakrid
6	MON	
7	TUE	
8	WED	Preparation for Intensive Teaching
9	THU	
10	FRI	Feedback for the test results
11	SAT	Holiday
12	SUN	Holiday
13	MON	
14	TUE	
15	WED	Intensive Teaching Practice begins (ITP)
16	THU	
17	FRI	
18	SAT	PTA Meeting
19	SUN	Holiday
20	MON	ITP continues
21	TUE	
22	WED	Diwali - Holiday
23	THU	
24	FRI	
25	SAT	Holiday
26	SUN	Holiday
27	MON	ITP continues
28	TUE	
29	WED	
30	THU	
31	FRI	-do-

No. Of Working Days - 22

29
PRINCIPAL
SCAD COLLEGE OF EDUCATION
 SCAD NAGER, AR.

NOVEMBER - 2014

DATE	DAYS	EVENTS
1	SAT	ITP continues
2	SUN	Holiday
3	MON	ITP continues
4	TUE	Muharam - Holiday
5	WED	-do-
6	THU	
7	FRI	
8	SAT	Holiday
9	SUN	Holiday
10	MON	ITP continues
11	TUE	
12	WED	Faculty Development programme
13	THU	
14	FRI	
15	SAT	
16	SUN	Holiday
17	MON	ITP continues
18	TUE	
19	WED	
20	THU	-do-
21	FRI	
22	SAT	
23	SUN	Holiday
24	MON	ITP continues
25	TUE	
26	WED	-do-
27	THU	
28	FRI	
29	SAT	
30	SUN	Holiday

No. Of Working Days - 23

30

DECEMBER - 2014

DATE	DAYS	EVENTS
1	MON	World AIDS Day
2	TUE	ITP continues
3	WED	-do-
4	THU	
5	FRI	
6	SAT	-do-
7	SUN	Holiday
8	MON	ITP Ends
9	TUE	Regular Classes
10	WED	Human Rights Day
11	THU	-do-
12	FRI	National Seminar
13	SAT	Holiday
14	SUN	Holiday
15	MON	Regular Classes
16	TUE	-do-
17	WED	-do-
18	THU	Submission of Records
19	FRI	Christmas Celebration
20	SAT	
21	SUN	Holiday
22	MON	Regular Classes
23	TUE	
24	WED	-do-
25	THU	Christmas -Holiday
26	FRI	
27	SAT	
28	SUN	Holiday
29	MON	Regular Classes
30	TUE	
31	WED	-do-

No. Of Working Days - 25

31

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,

JANUARY - 2015

DATE	DAYS	EVENTS
1	THU	New year Day – Holiday
2	FRI	Regular Class
3	SAT	Milad-Nabi-Holiday Road Safety Awareness Campaign
4	SUN	Holiday
5	MON	Regular Class
6	TUE	Five days Citizenship Training Camp Begins
7	WED	
8	THU	
9	FRI	
10	SAT	Citizenship Training Camp Ends
11	SUN	Holiday
12	MON	National Youth Day – YRC
13	TUE	Pongal Celebration
14	WED	Pongal Tamil New Year – Holiday
15	THU	Thiruvalluvar Day - Uzhavar Thirunal - Holiday
16	FRI	Regular Class
17	SAT	
18	SUN	Holiday
19	MON	Eye Donation Awareness Campaign
20	TUE	
21	WED	
22	THU	Submission of Teaching aids
23	FRI	
24	SAT	Sports Day
25	SUN	Holiday
26	MON	Republic Day – Holiday
27	TUE	Teaching Assessment
28	WED	International Seminar
29	THU	Teaching Assessment
30	FRI	
31	SAT	

No. Of Working Days – 22

32

FEBRUARY - 2015

DATE	DAYS	EVENTS
1	SUN	Holiday
2	MON	Regular Class
3	TUE	Guest Lecture - Emotional Intelligence
4	WED	
5	THU	Tamil Pervai - Debate
6	FRI	
7	SAT	Seminar - Quesia Club
8	SUN	Holiday
9	MON	Regular Class
10	TUE	
11	WED	Quiz Competition - Quiz Club
12	THU	Social Service Activities
13	FRI	Regular Class
14	SAT	Holiday
15	SUN	Holiday
16	MON	II Internal Assessment
17	TUE	
18	WED	
19	THU	
20	FRI	
21	SAT	
22	SUN	Holiday
23	MON	Practical Examination
24	TUE	Guest Lecture 3 – Leadership Training
25	WED	
26	THU	
27	FRI	
28	SAT	National Science Day

No. Of Working Days – 23

33

MARCH - 2015

DATE	DAYS	EVENTS
1	SUN	Holiday
2	MON	Guest Lecture - Time Management Voice Club
3	TUE	Regular Class
4	WED	
5	THU	Guest Lecture - Ramanujam Club
6	FRI	
7	SAT	Regular Class
8	SUN	International Women's day- Women's Club-Holiday
9	MON	Guest Lecture - Self Awareness and Self Motivation
10	TUE	
11	WED	
12	THU	
13	FRI	
14	SAT	Holiday
15	SUN	Holiday
16	MON	III - Internal Assessment
17	TUE	
18	WED	
19	THU	
20	FRI	
21	SAT	
22	SUN	Holiday
23	MON	Placement Training
24	TUE	
25	WED	Feedback for the test results
26	THU	Guest Lecture - Ashoka Club
27	FRI	Revision Exam I
28	SAT	
29	SUN	Holiday
30	MON	
31	TUE	

No. Of Working Days - 25

34

April - 2015

DATE	DAYS	EVENTS
1	WED	
2	THU	Mahavir Jeyandhi-Holiday
3	FRI	Good Friday-Holiday
4	SAT	
5	SUN	Holiday
6	MON	
7	TUE	
8	WED	
9	THU	
10	FRI	
11	SAT	Holiday
12	SUN	Holiday
13	MON	Revision Exam II -
14	TUE	Tamil New Year-Holiday-Dr. Ambedkar's Birthday - Holiday
15	WED	
16	THU	
17	FRI	
18	SAT	
19	SUN	Holiday
20	MON	
21	TUE	
22	WED	FBL A -Programme
23	THU	Regular class
24	FRI	Guest Lecture - Transactional Analysis
25	SAT	
26	SUN	Holiday
27	MON	
28	TUE	Darwin Bio Science Club - Activity
29	WED	
30	THU	

No. Of Working Days - 22

35

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
697 444

May - 2015

DATE	DAYS	EVENTS
1	FRI	
2	SAT	
3	SUN	Holiday
4	MON	
5	TUE	Last Working Day
6	WED	
7	THU	
8	FRI	
9	SAT	
10	SUN	
11	MON	
12	TUE	
13	WED	
14	THU	
15	FRI	
16	SAT	
17	SUN	
18	MON	
19	TUE	
20	WED	
21	THU	
22	FRI	
23	SAT	
24	SUN	
25	MON	
26	TUE	
27	WED	
28	THU	
29	FRI	
30	SAT	
31	SUN	

No. Of Working Days - 4

36

No of Working Days

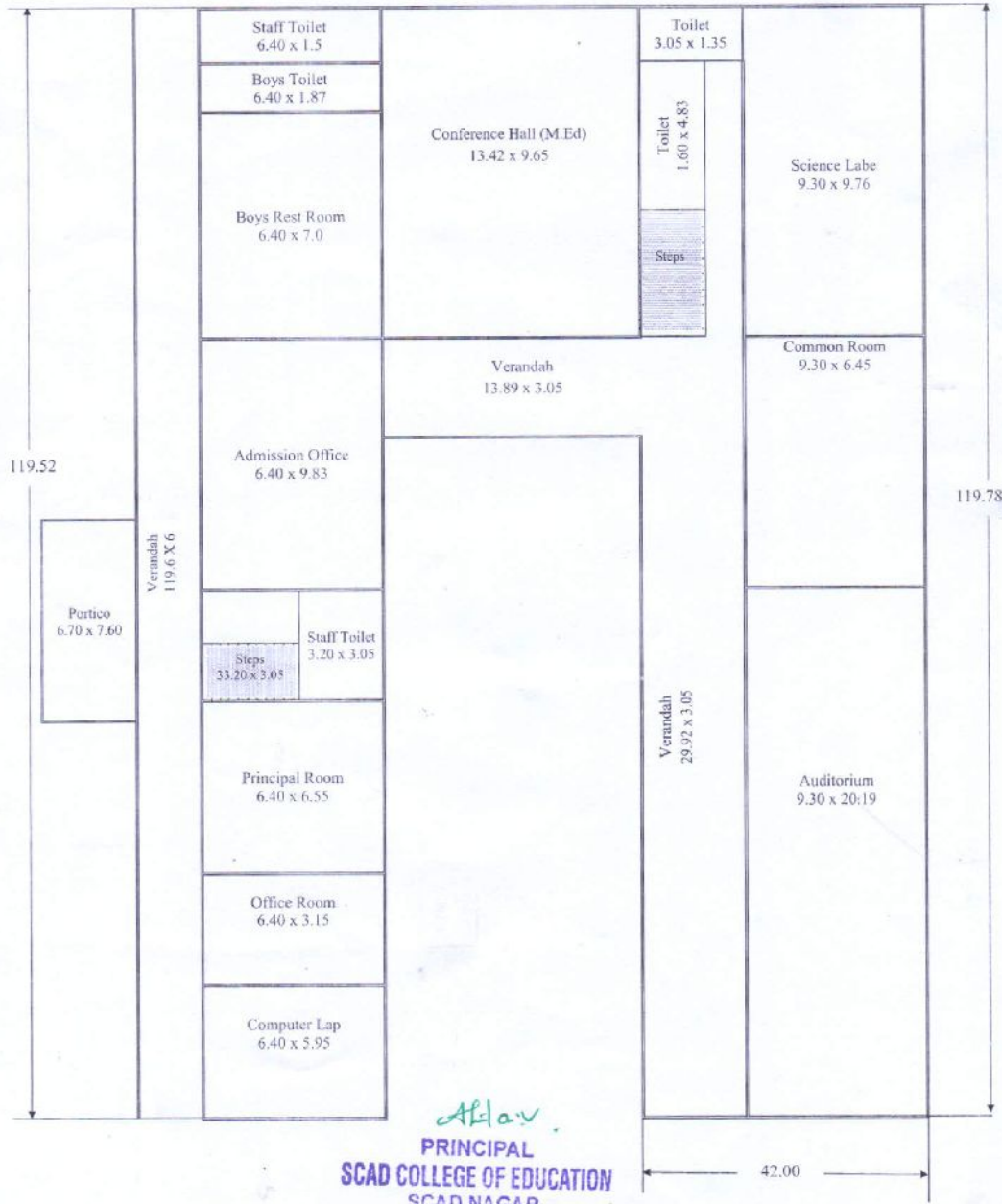
July 2014	-	18
August 2014	-	21
September 2014	-	25
October 2014	-	22
November 2014	-	23
December 2014	-	25
January 2015	-	22
February 2015	-	23
March 2015	-	25
April 2015	-	22
May 2015	-	04
Total working days	-	230

37

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD, INGAPUR,
CHERANMAHADEVI - 627 414

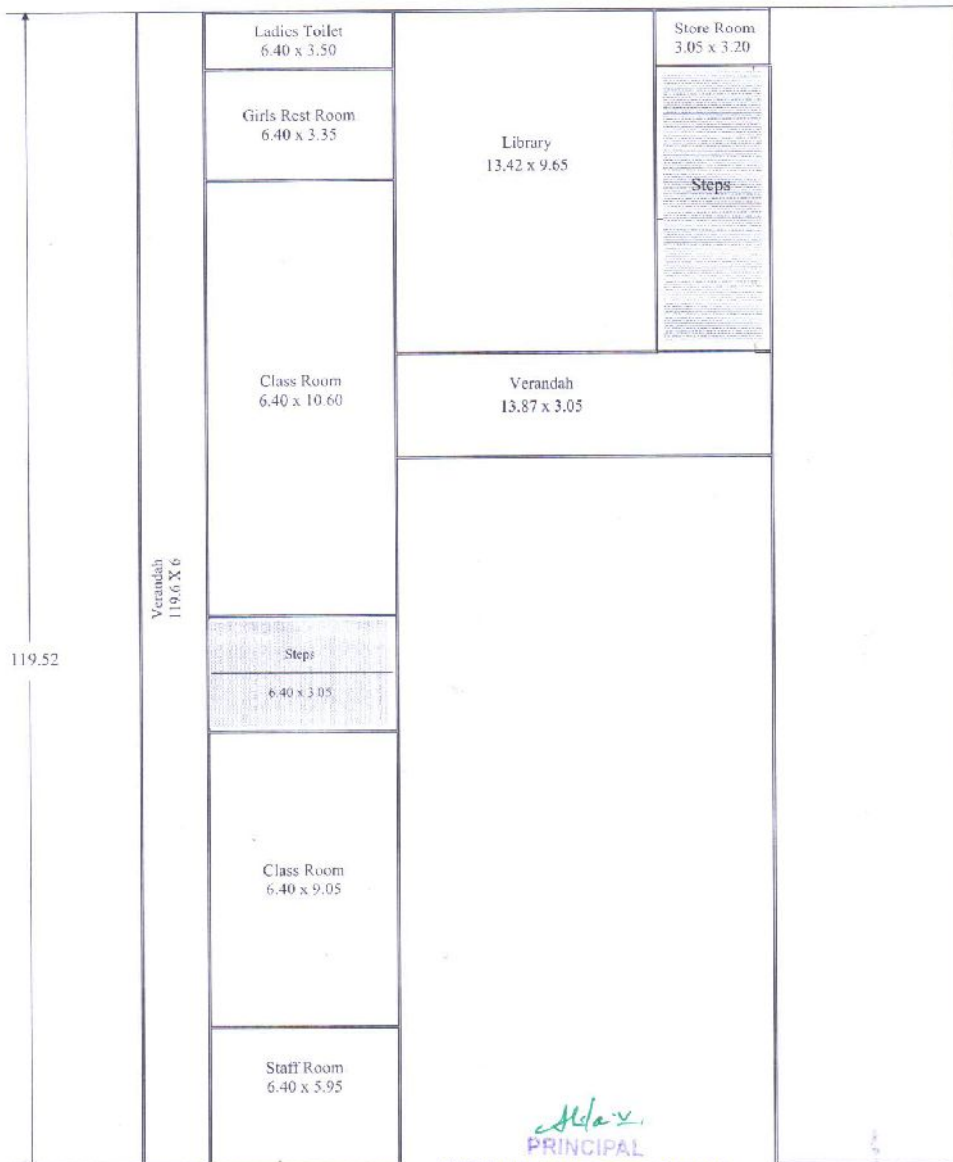
MASTER PLAN

SCAD COLLEGE OF EDUCATION
CHERANMAHADEVI – 627 414
MAIN BUILDING – DRAWING
GROUND FLOOR AREA – 10952 Sq.ft



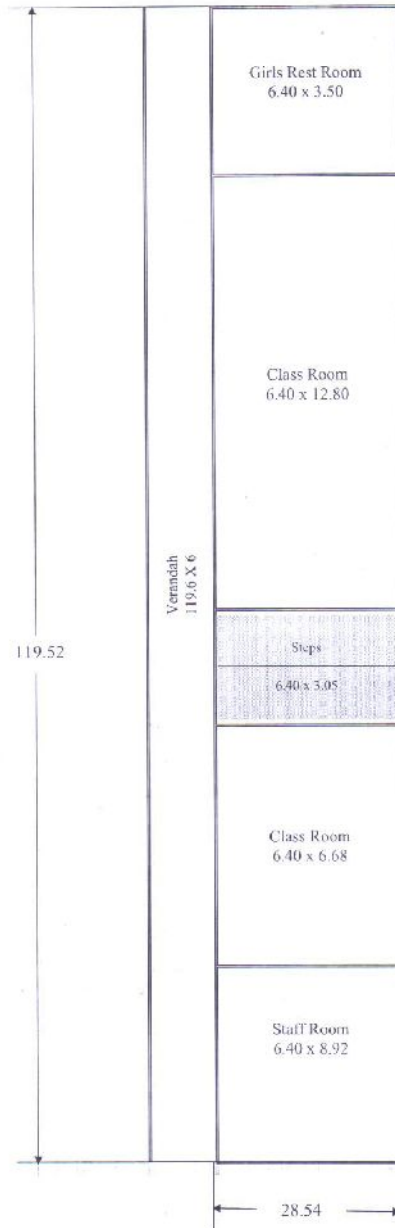
Atlay
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

**SCAD COLLEGE OF EDUCATION
 CHERANMAHADEVI – 627 414
 MAIN BUILDING – DRAWING
FIRST FLOOR AREA – 5959 Sq.ft**



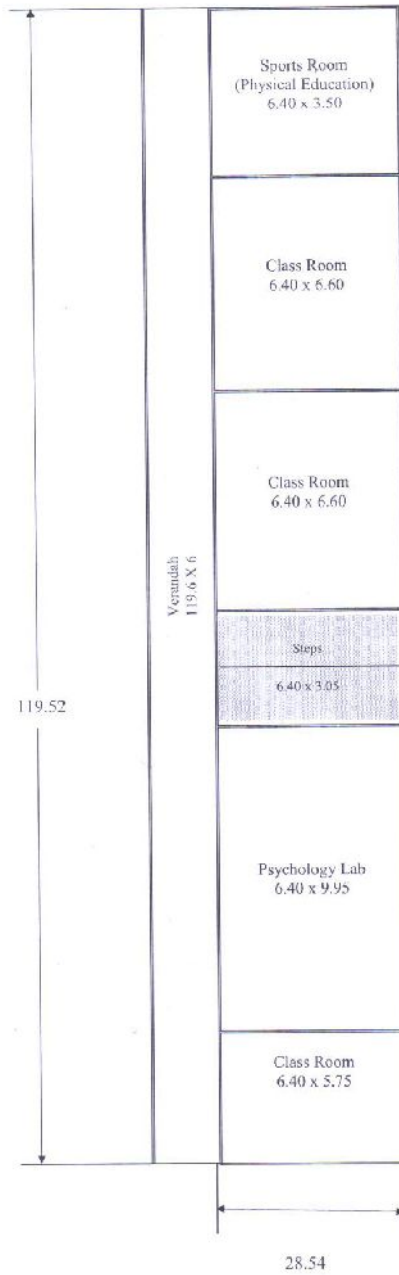
Md. A. V.
 PRINCIPAL
SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

**SCAD COLLEGE OF EDUCATION
CHERANMAHADEVI – 627 414
MAIN BUILDING – DRAWING
SECOND FLOOR AREA – 3451 Sq.ft**



J. J. Jayaraj
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

SCAD COLLEGE OF EDUCATION
CHERANMAHADEVI – 627 414
MAIN BUILDING – DRAWING
THIRD FLOOR AREA – 3451 Sq.ft



A.R. Das
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

**SAMPLE OF THE
STUDENT FEEDBACK
ON
CURRICULUM & FACULTY**

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

A. General Information

- a) Name D. CAROLINE
- b) Date of Birth 02.06.1976
- c) Address (Residential) 123/ EB COLONY Ph.No. 98 431 59172
PALAYAM KOTTAI
- d) Designation ASSISTANT PROFESSOR
- e) Department TAMIL
- f) Area of Specialization TAMIL
- g) Date of Appointment 5.9.12
- (i) in the institution
- (ii) in the present post ASSISTANT PROFESSOR IN TAMIL
- h) Honors Conferred

Chitra
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year I. T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)	opt-I-6 opt-II-6 ⁺	3740.	Students were asked to complete their assigned work.
ii) PG (M.A./M.Sc.etc.)	TEF - 4 Anbuillan-1		
iii) M.Phil	<u>14</u>		
iv) Any other			

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

I am regular and punctual in my duties.

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

I prepare my course plan. I submit my notes of lesson to the principal every Monday. I supply study materials to

d) Details of participation in the following:

students when in need.

(i) University Education

(ii) Internal Evaluation


3 internal exams were conducted to evaluate the students.

Atlix
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

- (iii) Paper Setting
The Question papers for the internal exams were prepared by me.
- (iv) Assessment of Home assignments
I assessed the assignments once in a week.
- (v) Conduct of Examinations
I conducted unit test.
- (vi) Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum
I modified the curriculum according to the level of students.
- b) Teaching methods
I used Lecture method, Group method, Para ICT based methods like digital Lesson plan.
- c) Laboratory experiments
- d) Evaluation methods
Both formative and Summative evaluation
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
Remedial teaching is given to the needy. Through mentor system counselling is given to the students
- g) Any other
Once in a week.


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

D. Improvement of Professional Competence:

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

Psychology of vision orientation, attended Seminars and presented papers.

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D)

	At the beginning of the year	Registered during the year	Completed during the year
M.Phil			
Ph.D.			

a) No. of research papers published (please enclose list)

b) Research Projects:

Title of the Project	Name of the funding agency	Duration

c) Details of Seminars, Conferences, Symposia organized

I organised international Seminars sponsored by NAAC.

K. Jay
 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

d) Patents taken, if any, give a brief description

e) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

I took part in the community work done in the nearby villages (Pulika)

ii) National Literacy Mission
Attended 'clean India Rally' conducted by the Institution.

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

Created awareness through tree plantation.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution
 • student Council Co-ordinator
 • Cultural Co-ordinator

b) Co-curricular activities
 • We secured state 1st in XEBC - cultural competition
 • We got 1st place, and won championship, in intercollege competition, conducted by Mother Theresa college.

c) Enrichment of campus life (hostels, sports, games, cultural activities)
organised and co-ordinated cultural activities.

d) Students welfare and Discipline
Incharge of the discipline of students once a week.

e) Membership/Participation in Bodies/Committees on Education and National Development

Alaya
 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

f) Professional Organizations of Teachers

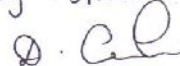
H. Assessment

a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

I produced Centum results for the past 3 yrs.
In practical exam every year, my students got distinction.


(Signature of the Teacher)

J. * Verification of factual data

A. General Information

Good

B. Teaching

Good

C. Details of Innovations/Contribution in teaching, during the year

Good

D. Improvement of Professional competence

Good

E. Research contributions

Good

F. Extension work/community service


Good

G. Participation in Corporate Life

Good


(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.


PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

**AUDIT REPORTS
AND
INCOME EXPENDITURE**

10. EXPENDITURE FOR FACULTY AND STAFF FOR UNAIDED COURSES


10.1. EXPENDITURE - TEACHING STAFF (Financial years) (Rs. in Lakhs): (Only for Un-Aided Courses)

Sl	Name of the faculty	Department	Designation	Gross Salary in Rs.													
				Mar-15	Apr-15	May-15	###	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Total	
1	Dr.P. Annaraja	Maths	Princpal	34670	51000	51000	51000	51000	51000	49775	51000	51000	51000	51000	57355	51775	601575
2	J.R.Janitharani	Comm		10505	11730	11730	11730	11730	11291	11712	12937	12937	12937	12937	11712	143888	
3	Dr. D. Caroline	Tamil	Asst. Profes	15125	16350	16350	16350	16350	16350	21025	20097	22250	22250	22250	21025	225772	
4	M. Alex Arokiaaraj	Maths	Asst. Profes	9642	10867	10867	8767									40143	
5	S. Uma	Librar	Librari	6285	6900	6900	6900	6900	6900	6285	6900	6900	6900	7202	6587	81559	
6	J. Merlyn	Bio-Sci	Asst. Profes	8010	8625	1950										18585	
7	R. Sam Jebadurai	Pny-Sci	Asst. Profes	9425	10350	10350	10350	10350	10350	10072	10997	12722	12722	12722	11497	131907	
8	C. Suba	Histor	Asst. Profes	8010	8625	8625	8625	4452								38337	
9	A. Venkadeswari	Englis	Asst. Profes	8310	8446	8625	8458	8675	8625	9951	10570	10170	10576	10570	9345	112271	
10	E. Kannan	Com-put	Asst. Profes				3939	8625	8625	9633	10781	11212	11212	11212	9987	85226	
11	J. Suresh	Bio-Sci	Asst. Profes				3364	11212	11212	10897	11212	11212	13184	13183	11958	97434	
12	B. Jeba Thangam	Maths	Asst. Profes						7762	10566	10566	9749	10566	9776	9641	68626	
13	V. Ahila Ruby Shanth	History	Asst. Profes						15484	13209						28693	
14	G. Anwar raja	Ply Edn							14632	14766	15600	15600				107398	
15	S. Kalyani	History	Asst. Profes									11859	11859	11859	11244	46821	
16	T.T. Kamini Priya	Art& Craft													5995	5995	

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 -14

10.2 EXPENDITURE – TEACHING STAFF (Financial years) (Rs. in lakhs): (Only for Un-Aided Courses)

Sl No.	Particulars	2013-14	2014-15	2015-16	Total in Rupees in lakhs	2016-17	Total in Rupees in lakhs
A	Salaries	Expenditure incurred				Estimated Expenditure	
1	Total No. of faculty (Existing)	8+2	7+2	7+2			
2	New Appointments proposed	NA	NA	NA	NA		
3	Basic Pay	1208700	1094100	1458300	3761100	1464900	5226000
4	DA	227040	215040	332400	774480	332400	1106880
5	HRA	0	0	138120	138120	138120	276240
6	CCA	198960	224460	506580	930000	365580	1295580
7	Any others (specify)						
	Total	1634700	1533600	2435400	5603700	2301000	7904700
B	Faculty Development						
8	Deputation to higher studies						
9	Deputation to Conferences/	0	109990	0	0	0	0
	Total	0	109990	0	0	0	0
C	Welfare Measures						
10	Contributory Provident	32862	112902	192137	337901		
11	LTC						
12	Medical Reimbursement/All						
13	Leave Encashment						
14	TA & DA						
15	Any other		99704	43873	143577		
	Total	0	99704	43873	0	0	0
D	Retirement Benefits,if any						
16	Gratuity						
17	Pension						
18	Compensations paid if any						
	Total	0	0	0	0	0	0


PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414


10.3 EXPENDITURE – NON-TEACHING (TECHNICAL) STAFF (Financial years) (Rs. in lakhs): (Only for Un-Aid

Sl No.	Particulars	2013-14	2014-15	2015-16	Total in Rupees in lakhs	2016-17	Total in Rupees in lakhs
A	Salaries	Expenditure incurred				Estimated Expenditure	
1	Total No. of faculty (Existing)	8+2	7+2	7+2			
2	New Appointments proposed		4	7			
3	Basic Pay	1208700	1094100	1458300	3761100	1464900	5226000
4	DA	227040	215040	332400	774480	332400	1106880
5	HRA	0	0	138120	138120	138120	276240
6	CCA	198960	224460	506580	930000	365580	1295580
7	Any others (specify)						
	Total	1634700	1533600	2435400	5603700	2301000	7904700
B	Faculty Development						
8	Deputation to higher studies						
9	Deputation to Conferences/Semin						
10	Admin. Training Programmes						
	Total						
C	Welfare Measures						
10	Contributory Provident	32862	112902	192137	337901		
11	LTC						
12	Medical Reimbursement/All						
13	Leave Encashment						
14	TA & DA						
15	Any other						
	Total	32862	112902	192137	337901		
D	Retirement Benefits						
16	Gratuity						
17	Pension						
18	Compensations paid if any						
	Total						

Ashwini V.
 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

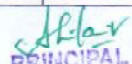
10.4 EXPENDITURE – ADMINISTRATIVE/MINISTERIAL STAFF STAFF (Financial years) (Rs. in lakhs):
(Only for Un-Aided Courses)

Sl No.	Particulars	2013-14	2014-15	2015-16	Total in Rupees in lakhs	2016-17	Total in Rupees in lakhs
A	Salaries	Expenditure Incurred				Estimated Expenditure	
1	Total No. of faculty (Existing)	8+2	7+2	7+2			
2	New Appointments proposed		4	7			
3	Basic Pay	1208700	1094100	1458300	3761100	1464900	5226000
4	DA	227040	215040	332400	774480	332400	1106880
5	HRA	0	0	138120	138120	138120	276240
6	CCA	198960	224460	506580	930000	365580	1295580
7	Any others (specify)						
	Total	1634700	1533600	2435400	5603700	2301000	7904700
B	Faculty Development						
8	Deputation to higher studies						
9	Deputation to Conferences/Semin						
10	Admin. Training Programmes						
	Total						
C	Welfare Measures						
10	Contributory Provident	32862	112902	192137	337901		
11	LTC						
12	Medical Reimbursement/All						
13	Leave Encashment						
14	TA & DA						
15	Any other						
	Total	32862	112902	192137	337901		
D	Retirement Benefits						
16	Gratuity						
17	Pension						
18	Compensations paid if any						
	Total						



 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

11. ABSTRACT OF EXPENDITURE – on Human Resource and Operating Cost (Rs. in lakhs) (ONLY C

Sl. No.	Particulars	2013-14	2014-15	2015-16	Total in Rupees in	2016-17	Total in Rupees
RECURRING							
A	Salaries	1820869	1674440	2046535	5541844		
	a)Teaching Staff	441396	535150	526956	1503502		
	b)Non-Teaching - Technical Staff	12000			12000		
	c)Non-Teaching - Administrative	109990			109990		
B	Faculty Development and Staff Training	99704		2594	102298		
C	Welfare measures (all categories)						
D	Retirement Benefits (all categories)						
E	Service charges						
1	Electricity charges	169998	152476	157618	480092		
2	Standby Generator Set						
3	Water (Municipal)						
4	Telephone charges (Land & Mobile) & Fax	2848	1996	2732	7576		
5	Internet charges	14594	3371		17965		
6	Water Treatment						
7	Others						
F	Fee to statutory bodies						
1	To University for affiliation etc.	41036	110000	161180	312216		
2	Any others (Specify)						


PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

G	Other operating costs						
1	Consumables						
2	Contingencies						
3	Xerox Toner, Stationery	63544	49010	64057	176611		
H	Repairs and Maintenance costs						
1	Annual Maintenance of Equipment and	2500		6391	8891		
2	Annual Maintenance of Buildings(Academic	38220		14023	52243		
3	Campus Maintenance and Garden						
4	Sports facility and activities						
5	Security and Cleaning						
6	Insurance	5000	5758	7828	18586		
	RECURRING						
7	Library: Books and Journals						
8	Depreciation of Building, equipment,						
I.	Interest on Borrowings						
J	Other Expenses (Specify)	1869118	1722225	896237	4487580		
	Total	4690817	4254426	3886151	12831394		
	Number of Students	100	100	84			
	Average Investment per student						


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

RECOGNITION OF NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F.SRO/NCTE/APS06228/B.Ed/TN/2014-15/62606

Date: 18/03/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution, SCAD College of Education, Cheranmahadevi-627414, Thirunalveli District, Tamilnadu has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed, which require additional facilities

3. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017

4. Now therefore, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to SCAD College of Education, Cheranmahadevi-627414, Thirunalveli District, Tamilnadu for conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16 subject to fulfilment of the conditions mentioned herein before 31.10.2015.

5. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

Cont....

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

ज्ञान भारती केम्पस रोड, नागरभावी,
सामने नेशनल लॉ स्कूल, बेंगलूर - ५६० ०७२
Phone : 080-23485668/7072 Fax : 080-23485673

Jnana Bharathi Campus Road, Opp. National Law School,
Nagarabhavi, Bangalore - 560 072.
E-mail : src@ncte-india.org Website : http://www.srcncte.in

-2-

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.
- l) If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under, the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

P Revathi Reddy
(P.Revathi Reddy)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To,;

The Principal,
SCAD College of Education,
Cheranmahadevi-627414,
Thirunalveli District,
Tamilnadu.

J. P. Reddy
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary, Incharge of Higher Education, Government of Tamilnadu, Chennai, TN.
3. The Director, (Collegiate Education) Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Tamilnadu Teacher Education University, Chennai, Tamilnadu
5. The Correspondent, **Social Change and Development, 105/A1, By-Pass Road, Vannarpettai, Thirunelveli-627003, Tamilnadu.**
6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.
7. Office Order file/Institution file.

UNIVERSITY RESULTS



Result Analysis

10

14-15

TAMIL NADU TEACHERS EDUCATION UNIVERISTY

B.Ed. Degree Examination, May/June 2015

College Code and Name : 12811 - SCAD college of Education
Cherenmahadevi, Tirunelveli District

SNo	Register No	Name of the Candidate	Subj Code	Int Marks	Ext Marks	Tot Marks	Result
Candidates Admitted during 2013-14							
1	B13155847	KALIAMMAL G	UCPS	18	42	60	P
			UOCE	18	18	36	RA

Note : P - Pass, RA - Reappear, AA - Absent, WD - Withheld, PRAC - Practical

Chennai - 600005
11/07/2015

Dr. M. Manivannan
(Dr.M.Manivannan)
Controller of Examinations



Alex
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414



Tamil Nadu Teachers Education University

B.Ed. Degree Examination, May/June 2015

(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 12811 - SCAD college of Education

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
1	B14160514	ABIRAM T	UCEE	19	41	060	P	UCPS	19	47	066	P	UCEC	19	55	074	P	465	P	0844	P
	22/10/1993	அபிராமி த	UEEE	19	39	058	P	UOCB	19	46	065	P	UOCE	19	36	055	P				
2	B14160515	AJANTHA P	UCEE	19	53	072	P	UCPS	19	55	074	P	UCEC	20	57	077	P	491	P	0911	P
	11/06/1991	அஜிதா ப	UECE	19	49	068	P	UOA1	19	41	060	P	UOA2	19	50	069	P				
3	B14160516	AMIRTHAVALLI P	UCEE	19	36	055	P	UCPS	19	42	061	P	UCEC	19	41	060	P	445	P	0804	P
	05/05/1994	அமிர் தவள் லி பா	UEEE	19	36	055	P	UOCH	19	54	073	P	UOCT	19	36	055	P				
4	B14160517	ANANDAKUMAR A	UCEE	19	37	056	P	UCPS	19	47	066	P	UCEC	19	53	072	P	424	P	0813	P
	05/02/1991	அனந்தகுமார் அ	UEPH	19	48	067	P	UOCH	19	43	062	P	UOCT	19	47	066	P				
5	B14160518	ANGELIN SHEEBHA S	UCEE	19	48	067	P	UCPS	20	40	060	P	UCEC	19	53	072	P	534	P	0913	P
	03/05/1994	ஏஞ்சலின் ஷீபா சீ	UEEE	20	36	056	P	UOCP	20	45	065	P	UOCE	19	40	059	P				
6	B14160519	ANITHA M	UCEE	19	38	057	P	UCPS	19	36	055	P	UCEC	19	49	068	P	468	P	0839	P
	10/04/1994	அனிதா மு	UECE	20	36	056	P	UOCP	20	45	065	P	UOCT	20	50	070	P				
7	B14160520	ANNIE QUEEN A	UCEE	20	49	069	P	UCPS	20	49	069	P	UCEC	20	58	078	P	532	P	0956	P
	29/08/1990	அனி குயின் அ	UEEE	19	67	086	P	UOCM	20	47	067	P	UOCE	19	36	055	P				
8	B14160521	ARUMUGATHAMMAL I	UCEE	20	44	064	P	UCPS	20	43	063	P	UCEC	20	42	062	P	534	P	0928	P
	06/05/1994	அருமுகத்தம்மாள் இ	UEGC	20	56	076	P	UOCM	20	50	070	P	UOCE	20	39	059	P				
9	B14160522	ARUN MANOJ BABU M	UCEE	19	40	059	P	UCPS	19	36	055	P	UCEC	19	62	081	P	470	P	0891	P
	16/05/1985	அருண் மனோஜ் பாபு ம	UECE	19	53	072	P	UOA1	19	54	073	P	UOA2	19	62	081	P				
10	B14160523	ASHA C	UCEE	19	45	064	P	UCPS	19	45	064	P	UCEC	19	42	061	P	465	P	0876	P
	18/04/1990	அஷா சீ	UEGC	19	59	078	P	UOA1	19	50	069	P	UOA2	19	56	075	P				
11	B14160524	ATHIMOOLA PERUMAL R	UCEE	19	48	067	P	UCPS	19	36	055	P	UCEC	19	42	061	P	450	P	0805	RA
	19/03/1991	அதிமூலப்பெருமாள் ரா	UEPH	19	51	070	P	UOIT	20	13	033	RA	UOCT	20	49	069	P				

SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANIMAHADEVI - 627 414
PRINCIPAL

College Code & Name : 12811 - SCAD college of Education

Tamilnadu Teachers Education University
B.Ed. Degree Examination, May/June 2015
(Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM RST	GTO ORT		
12	B14160525	AVOODAIMMAL M அவுடைமலர் மார்	UCEE	20	15	035	RA	UCPS	19	22	041	RA	UCEC	19	43	062	P	452	P	0821	RA
13	B14160526	BALA MURUGAN A பாலமுருகன் அ	UEEE	19	63	082	P	UOCP	20	52	072	P	UOCT	20	57	077	P				
14	B14160527	BALA MURUGAN A பாலமுருகன் அ	UCEE	19	43	062	P	UCPS	19	23	042	RA	UCEC	19	48	067	P	451	P	0817	RA
15	B14160528	BEAULAH GNANA SELVI E பீவுலா குளர் செல்வி எ	UCEE	19	49	068	P	UCPS	19	27	046	RA	UCEC	19	48	067	P	534	P	0886	RA
16	B14160529	BHUVANA PRIYA K புவனாப்ரியா க	UCEE	19	49	068	P	UCPS	19	27	046	RA	UCEC	19	48	067	P	534	P	0886	RA
17	B14160530	CELIN PRABA A செலின் பிரபா அ	UCEE	19	54	073	P	UCPS	19	36	055	P	UCEC	19	52	071	P	460	P	0857	P
18	B14160531	CHELLIAH S செல்லையர் ச	UCEE	19	47	066	P	UCPS	19	48	067	P	UCEC	19	40	059	P	459	P	0843	P
19	B14160532	CHITRA DEVI S சித்ரா தேவி சி	UCEE	19	58	077	P	UCPS	19	36	055	P	UCEC	19	52	071	P	460	P	0857	P
20	B14160533	DHANALAKSHMI P தனலட்சுமி பி	UCEE	20	43	063	P	UCPS	19	47	066	P	UOCT	20	43	063	P				
21	B14160534	ESASELVIA இசைச்செல்வி அ	UCEE	19	43	062	P	UCPS	19	53	072	P	UCEC	19	45	064	P	452	P	0851	P
22	B14160535	ESAKKI LAKSHMI E இசக்கி லட்சுமி அ	UCEE	19	45	064	P	UCPS	19	50	069	P	UOCE	19	53	072	P				
			UEEE	19	45	064	P	UOIT	20	45	065	P	UOCT	20	52	072	P				
			UCEE	19	54	073	P	UCPS	19	54	073	P	UCEC	19	54	083	P	452	P	0928	P
			UEPH	20	62	082	P	UOCH	20	62	082	P	UOCT	19	64	083	P				
			UCEE	19	45	064	P	UCPS	20	58	078	P	UCEC	20	46	066	P	532	P	0957	P
			UEGC	19	57	076	P	UOCP	20	47	067	P	UOCT	20	54	074	P				



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2015
(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 12811 - SCAD college of Education

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLN	RST	GTO	ORT
23	B14160536	ESAKKI THANGAM E இசக்கித் தங்கம் இ	UCEE	19	67	086	P	UCPS	20	60	080	P	UCEC	20	69	089	P	468	P	0950	P
	22/05/1994		UEPH	20	56	075	P	UOIE	20	57	077	P	UOCE	20	54	074	P				
24	B14160537	ESAKKIAMMAL P இசக்கியம்மாள் பெ	UCEE	19	51	070	P	UCPS	19	46	055	P	UCEC	19	36	055	P	451	P	0861	P
	30/01/1993		UECE	19	40	059	P	UOCB	19	58	077	P	UOCT	20	54	074	P				
25	B14160538	ESWARAN M சுவரன் ம	UCEE	20	59	079	P	UCPS	19	38	052	P	UCEC	19	57	076	P	451	P	0874	P
	23/10/1990		UEPH	19	54	073	P	UOCH	20	45	055	P	UOCT	20	53	073	P				
26	B14160539	GAYATHRI T காயத்ரி த	UCEE	19	43	062	P	UCPS	19	60	079	P	UCEC	19	55	074	P	459	P	0865	P
	08/04/1992		UEEE	20	53	073	P	UOCH	19	43	062	P	UOCE	19	37	056	P				
27	B14160540	GNANA GRACE K குளா கிரேஸ் கா	UCEE	20	AAA	020	RA	UCPS	19	62	081	P	UCEC	20	55	075	P	532	P	0953	RA
	18/05/1993		UEGC	19	67	086	P	UOCM	20	55	075	P	UOCE	20	64	084	P				
28	B14160541	HALITHA BEGUM S ஹலிதா பேகம் ச	UCEE	20	55	075	P	UCPS	19	52	071	P	UCEC	19	53	072	P	503	P	0938	P
	16/01/1994		UEEE	19	50	069	P	UOCP	20	51	071	P	UOCE	20	57	077	P				
29	B14160542	IYAMMAL M இயம்மாள் ம	UCEE	20	40	060	P	UCPS	20	64	084	P	UCEC	20	55	075	P	532	P	0993	P
	12/03/1985		UEGC	20	71	091	P	UOCB	20	59	079	P	UOCE	20	52	072	P				
30	B14160543	JEBASTELLA S ஜெபஸ்டெல்லா ச	UCEE	19	36	055	P	UCPS	19	53	072	P	UCEC	19	38	057	P	480	P	0862	P
	15/06/1988		UEEE	20	44	064	P	UOIE	19	48	067	P	UOCE	19	48	067	P				
31	B14160544	JENCY J ஜென்சி ஜெ	UCEE	20	58	078	P	UCPS	19	55	074	P	UCEC	19	58	077	P	460	P	0906	P
	25/10/1993		UEEB	19	53	072	P	UOCM	19	56	075	P	UOCE	19	51	070	P				
32	B14160545	JEVA CHITRA R ஜெவசித்ரா ர	UCEE	20	50	070	P	UCPS	20	46	066	P	UCEC	20	59	079	P	496	P	0925	P
	19/12/1989		UEEE	20	60	080	P	UOIE	20	47	067	P	UOCE	20	47	067	P				
33	B14160546	JOTHI VALLIK ஜோதி வல்லிக	UCEE	19	39	058	P	UCPS	19	37	056	P	UCEC	19	39	058	P	413	P	0757	P
	26/05/1993		UEEE	19	36	055	P	UOCB	19	37	056	P	UOCT	20	41	061	P				

SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2015
(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 12811 - SCAD college of Education

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
34	B14160547	KANIMUTHU V	UCEE	20	45	065	P	UCPS	20	44	064	P	UCEC	20	40	060	P	532	P	0936	P
	18/01/1994	கனிமுத்து வே	UEPH	19	57	076	P	UOCP	20	46	066	P	UOCT	20	53	073	P				
35	B14160548	KARTHIKA K	UCEE	20	51	071	P	UCPS	19	47	066	P	UCEC	19	58	077	P	468	P	0923	P
	08/05/1992	கார்த்திகா கு	UEGC	19	71	090	P	UOCH	19	57	076	P	UOCT	20	55	075	P				
36	B14160549	KARTHIKA M	UCEE	20	57	077	P	UCPS	20	48	068	P	UCEC	20	55	075	P	534	P	1010	P
	17/06/1990	கார்த்திகா ம	UEGC	20	72	092	P	UOA1	20	63	083	P	UOA2	20	61	081	P				
37	B14160550	KARTHIKAYINI K	UCEE	20	59	079	P	UCPS	20	68	088	P	UCEC	20	53	073	P	495	P	0959	P
	20/06/1986	கார்த்திகாயினி கு	UEEE	20	61	081	P	UOIT	20	48	068	P	UOCT	20	55	075	P				
38	B14160551	KARUPPASAMY J	UCEE	20	50	070	P	UCPS	20	53	073	P	UCEC	20	43	063	P	470	P	0892	P
	24/05/1989	கருபசாமிய ஜே	UEPH	20	55	075	P	UOIE	19	51	070	P	UOCE	19	52	071	P				
39	B14160552	KIRUTHIGALAKSHMI S	UCEE	20	57	077	P	UCPS	20	39	059	P	UCEC	20	57	077	P	466	P	0906	P
	19/11/1993	கிருத்திகா லக்ஷ்மி சோ	UEPH	19	63	082	P	UOIE	20	51	071	P	UOCE	20	54	074	P				
40	B14160553	LATHA S	UCEE	19	15	034	RA	UCPS	19	43	062	P	UCEC	19	52	071	P	447	P	0814	RA
	03/03/1994	லதா சோ	UEEE	19	46	065	P	UOIT	20	47	067	P	UOCT	20	48	068	P				
41	B14160554	LINCY M	UCEE	20	59	079	P	UCPS	19	20	039	RA	UCEC	19	47	066	P	451	P	0828	RA
	21/09/1991	லின்சி மே	UEEE	20	46	066	P	UOIT	19	45	064	P	UOCT	20	43	063	P				
42	B14160555	LYDIA ROSELYN S	UCEE	20	46	066	P	UCPS	20	39	059	P	UCEC	20	67	087	P	534	P	0986	P
	05/05/1992	லீடியா ரோசலீன் ச	UEGC	20	72	092	P	UOIE	19	55	074	P	UOCE	20	54	074	P				
43	B14160556	MALLIKA S	UCEE	19	37	056	P	UCPS	20	36	056	P	UCEC	20	44	064	P	470	P	0927	P
	16/01/1994	மல்லிகா ச	UEEE	19	46	065	P	UOCP	19	36	055	P	UOCT	20	41	061	P				
44	B14160557	MANI MEGALAI M	UCEE	20	57	077	P	UCPS	19	55	074	P	UCEC	19	39	058	P	461	P	0872	P
	12/03/1992	மணிமேகலை மு	UECE	20	54	074	P	UOIE	20	50	070	P	UOCE	19	39	058	P				

Date of IN

SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANNAHADEVI - 627 414

College Code & Name : 12811 - SCAD college of Education



Tamilnadu Teachers Education University
 B.Ed. Degree Examination, May/June 2015
 (Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
45	B14160558	MENAHA JIMLA VINSLIN A	UCEE	20	52	072	P	UCPS	19	43	062	P	UCEC	19	51	070	P	467	P	0866	P
	02/05/1994	மேனகா ஜிமலா வினஸ்லின் அ	UECE	20	47	067	P	UOCM	20	50	070	P	UOCT	19	39	058	P				
46	B14160559	MUHSTINA KAMILA A	UCEE	20	54	074	P	UCPS	19	40	059	P	UCEC	20	36	056	P	529	P	0916	P
	18/10/1993	முஸ்லீமா காமிலா அ	UEEE	20	49	069	P	UOCM	20	49	069	P	UOCE	20	40	060	P				
47	B14160560	MURUGAMMAL A	UCEE	19	36	055	P	UCPS	20	21	041	RA	UCEC	20	37	057	P	480	P	0823	RA
	12/03/1994	முருகாமல் அ	UEEE	19	55	074	P	UOIT	19	36	055	P	UOCT	20	41	061	P				
48	B14160561	MURUGAN M	UCEE	20	45	065	P	UCPS	19	47	066	P	UCEC	19	42	061	P	477	P	0887	P
	19/12/1988	முருகன் ம	UECE	20	42	062	P	UOAI	19	72	091	P	UOAI	19	46	065	P				
49	B14160562	MUTHU LAKSHMI M	UCEE	20	47	067	P	UCPS	19	63	082	P	UCEC	19	60	079	P	448	P	0887	P
	25/07/1991	முத்து லக்ஷ்மி ம	UEEE	20	52	072	P	UOIE	20	49	069	P	UOCE	20	50	070	P				
50	B14160563	MUTHU SELVI M	UCEE	20	60	080	P	UCPS	20	54	074	P	UCEC	20	54	074	P	479	P	0942	P
	04/05/1994	முத்துசெல்வி ம	UEEE	19	55	074	P	UOIT	20	63	083	P	UOCT	20	58	078	P				
51	B14160564	MUTHUMARI A	UCEE	20	59	079	P	UCPS	19	57	076	P	UCEC	19	53	072	P	532	P	0992	P
	25/05/1994	முத்துமாரி அ	UEEE	20	64	084	P	UOCP	20	55	075	P	UOCE	20	54	074	P				
52	B14160565	MUTHUMARI R	UCEE	20	52	072	P	UCPS	20	58	078	P	UCEC	20	46	066	P	477	P	0922	P
	21/06/1994	முத்துமாரி ர	UEEE	19	54	073	P	UOCM	20	63	083	P	UOCT	20	53	073	P				
53	B14160566	NAGA SELVAM P	UCEE	20	44	064	P	UCPS	20	57	072	P	UCEC	20	36	056	P	471	P	0858	P
	16/05/1988	நாக செல்வம் ப	UEPH	19	58	077	P	UOIE	20	37	057	P	UOCE	19	37	056	P				
54	B14160567	NAMBI NATCHVAR C	UCEE	19	42	061	P	UCPS	19	48	067	P	UCEC	19	50	069	P	459	P	0882	P
	27/04/1992	நம்பி நட்சியார் செ	UECE	20	43	063	P	UOCM	19	64	083	P	UOCT	20	60	080	P				
55	B14160568	NANDHINI V	UCEE	19	47	066	P	UCPS	20	55	075	P	UCEC	20	43	063	P	468	P	0887	P
	16/07/1994	நந்தினி வ	UEGC	19	47	066	P	UOIE	19	55	074	P	UOCE	19	56	075	P				

SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2015
(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 12811 - SCAD college of Education

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
56	B14160569	NANTHINI V நந்தினி சவு	UCEE	20	41	061	P	UCPS	20	43	063	P	UCEC	20	36	056	P	463	P	0838	P
	10/06/1994		UEGC	19	54	073	P	UOCH	19	38	057	P	UOCT	19	46	065	P				
57	B14160570	NATHAMUTHULAKSHMI A நாதமுத்துலக்ஷ்மி அ	UCEE	19	43	062	P	UCPS	19	46	065	P	UCEC	19	57	076	P	479	P	0887	P
	04/03/1992		UECE	19	51	070	P	UOCH	19	50	069	P	UOCT	20	46	066	P				
58	B14160571	PARU K பாரு க	UCEE	19	62	081	P	UCPS	20	53	073	P	UCEC	20	49	069	P	492	P	0911	P
	24/06/1987		UEEE	19	55	074	P	UOIE	20	46	065	P	UOCE	20	36	056	P				
59	B14160572	PETCHIAMMAL M பெச்சியம்மாள் மா	UCEE	19	44	063	P	UCPS	19	44	063	P	UCEC	19	41	060	P	472	P	0860	P
	20/10/1993		UEEE	19	48	067	P	UOCH	19	40	059	P	UOCT	19	57	076	P				
60	B14160573	POOMANI P பூமானி பி	UCEE	20	46	066	P	UCPS	20	54	074	P	UCEC	20	60	080	P	484	P	0914	P
	14/04/1988		UEEE	19	50	069	P	UOCH	20	47	067	P	UOCT	20	54	074	P				
61	B14160574	PREM KALAS பிரேம காலச	UCEE	20	49	069	P	UCPS	20	38	058	P	UCEC	20	43	063	P	475	P	0887	P
	06/12/1985		UEEE	19	55	074	P	UOCH	19	51	070	P	UOCT	20	58	078	P				
62	B14160575	PREMA MARYA பிரேமா மரியா	UCEE	20	55	075	P	UCPS	19	55	075	P	UCEC	19	57	076	P	480	P	0930	P
	12/05/1987		UEGC	19	69	088	P	UOIE	20	43	063	P	UOCE	20	53	073	P				
63	B14160576	PREMA RANI F பிரேமா ராணி பி	UCEE	20	50	070	P	UCPS	19	55	074	P	UCEC	19	38	057	P	532	P	0938	P
	16/05/1994		UEEE	19	63	082	P	UOIT	20	36	056	P	UOCT	20	47	067	P				
64	B14160577	PRINCE M பிரின்ஸ் மா	UCEE	19	55	074	P	UCPS	19	43	062	P	UCEC	19	48	067	P	532	P	0935	P
	01/03/1986		UECE	20	48	068	P	UOAI	19	60	079	P	UOAI	19	55	074	P				
65	B14160578	RAJAPANDI M ராஜபாண்டி மா	UCEE	20	46	066	P	UCPS	20	36	056	P	UCEC	20	44	064	P	534	P	0901	P
	09/04/1993		UEFH	19	36	055	P	UOIE	19	44	063	P	UOCE	19	44	063	P				
66	B14160579	RAMADEVI R U ராமாதேவி ரி உ	UCEE	19	55	074	P	UCPS	19	42	061	P	UCEC	19	39	058	P	470	P	0859	P
	05/12/1993		UEEE	19	47	066	P	UOIE	19	44	063	P	UOCE	19	48	067	P				



College Code & Name : 12811 - SCAD college of Education

Tamilnadu Teachers Education University
 B.Ed. Degree Examination, May/June 2015
 (Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
67	B14160580 27/08/1994	RAMALAKSHMI V ராமலட்சுமி வி	UCEE	19	51	070	P	UCPS	19	47	066	P	UCEC	19	48	067	P	483	P	0922	P
68	B14160581 05/05/1991	ROJAMARI S ரொஜமாரி ச	UCEE	20	58	078	P	UCPS	20	51	071	P	UCEC	20	53	073	P	498	P	0920	P
69	B14160582 10/08/1991	SAFNA A சுபர்னா அ	UCEE	20	55	075	P	UCPS	19	45	065	P	UCEC	19	64	083	P	508	P	0956	P
70	B14160583 24/05/1994	SAKTIAMARY V சக்திஅமர்யி வி	UCEE	20	39	059	P	UCPS	19	52	071	P	UCEC	19	40	059	P	534	P	0932	P
71	B14160584 20/12/1988	SANGEETHA P சங்கீதா பி	UCEE	20	55	075	P	UCPS	20	21	041	RA	UCEC	20	36	056	P	534	P	0913	RA
72	B14160585 25/12/1991	SANKARAGOMATHI P சங்கரகாமத்தி பி	UCEE	20	50	070	P	UCPS	19	45	064	P	UCEC	19	61	080	P	500	P	0940	P
73	B14160586 05/07/1993	SARANYA M சரண்யா மி	UCEE	19	46	065	P	UCPS	20	52	072	P	UCEC	20	53	073	P	482	P	0919	P
74	B14160587 18/05/1985	SARON A சாரன் அ	UCEE	19	37	056	P	UCPS	19	46	065	P	UCEC	19	45	064	P	482	P	0870	P
75	B14160588 25/11/1989	SELVA PAKKIAM A செல்வ பாக்ஷியம் அ	UCEE	20	51	071	P	UCPS	19	56	075	P	UCEC	19	42	061	P	487	P	0906	P
76	B14160589 20/07/1991	SELVAKANI E செல்வகனி ஏ	UCEE	20	56	076	P	UCPS	20	46	066	P	UCEC	20	42	062	P	506	P	0928	P
77	B14160590 23/02/1994	SELVAMARI K செல்வமாரி கி	UCEE	19	59	078	P	UCPS	19	53	072	P	UCEC	19	50	059	P	483	P	0908	P

SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANIMHADEVI - 627 414



College Code & Name : 12811 - SCAD college of Education

Tamilnadu Teachers Education University
 B.Ed. Degree Examination, May/June 2015
 (Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
78	B14160591	SELVI K செல்வி கி	UCEE	19	43	062	P	UCPS	19	36	055	P	UCEC	19	26	045	RA	467	P	0834	RA
	11/05/1994		UEEE	19	36	055	P	UOIT	19	52	071	P	UOCT	20	59	079	P				
79	B14160592	SELVI M செல்வி மு	UCEE	20	42	062	P	UCPS	20	46	066	P	UCEC	20	42	062	P	468	P	0877	P
	08/11/1992		UEEE	19	57	076	P	UOIT	20	47	067	P	UOCT	20	56	076	P				
80	B14160593	SHERLINE J செர்லைன் ஜார்	UCEE	20	47	067	P	UCPS	20	55	075	P	UCEC	20	50	070	P	473	P	0882	P
	12/04/1994		UEEE	19	53	072	P	UOIE	20	49	069	P	UOCE	20	36	056	P				
81	B14160594	SNEGAPRIYA M சிசென்கபிரியா மு	UCEE	19	36	055	P	UCPS	19	36	055	P	UCEC	19	40	059	P	475	P	0862	P
	11/01/1993		UEEE	19	56	075	P	UOGB	19	51	070	P	UOCT	19	54	073	P				
82	B14160595	SNEHA U சினேகா உ	UCEE	20	41	061	P	UCPS	19	61	080	P	UCEC	20	36	056	P	480	P	0884	P
	22/03/1994		UECF	20	57	077	P	UOCM	20	53	073	P	UOCE	20	37	057	P				
83	B14160596	STELLA MARY S ஸ்டெல்லா சீலா சி	UCEE	20	46	066	P	UCPS	20	49	069	P	UCEC	20	36	056	P	489	P	0903	P
	09/05/1994		UEEE	20	61	081	P	UOCM	20	54	074	P	UOCT	20	48	068	P				
84	B14160597	SUBBULAKSHMI B சுப்புலட்சுமி பி	UCEE	20	42	062	P	UCPS	20	43	063	P	UCEC	20	44	064	P	476	P	0873	P
	25/09/1993		UEEE	19	53	072	P	UOCP	19	42	061	P	UOCT	20	55	075	P				
85	B14160598	SUDHAKAR S சுதாசார் ச	UCEE	20	50	070	P	UCPS	19	37	056	P	UCEC	19	39	058	P	483	P	0860	P
	06/06/1994		UEPH	19	41	060	P	UOIT	20	39	059	P	UOCT	20	54	074	P				
86	B14160599	SUGANYA M சுசுளியா மை	UCEE	20	45	065	P	UCPS	20	47	067	P	UCEC	20	46	066	P	532	P	0967	P
	11/10/1988		UEEE	20	65	085	P	UOA1	20	64	084	P	UOA2	20	48	068	P				
87	B14160600	SUGANYA R சுசுளியா ரி	UCEE	19	38	057	P	UCPS	19	11	030	RA	UCEC	19	17	036	RA	410	P	0691	RA
	05/05/1992		UEEE	19	14	033	RA	UOIT	19	36	055	P	UOCT	19	51	070	P				
88	B14160601	SUMATHIM சுமதி மு	UCEE	20	45	065	P	UCPS	20	38	058	P	UCEC	20	63	083	P	449	P	0861	P
	02/12/1993		UEGC	19	54	073	P	UOIE	20	49	069	P	UOCE	20	44	064	P				

Date R of TN

SCAD COLLEGE OF EDUCATION
 SCAD NAAC
 CHERANUR



College Code & Name : 12811 - SCAD college of Education

Tamilnadu Teachers Education University
B.Ed. Degree Examination, May/June 2015
(Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT RST	COD	INT	EXT	TOT RST	COD	INT	EXT	TOT RST	PLM RST	GTO	ORT
89	B14160602	SUMITHRA P	UCEE	20	47	067 P	UCPS	19	48	067 P	UCEC	19	27	046 RA	503 P	0877	RA
	08/06/1993	சுமித்ரா பி	UEEE	20	44	064 P	UOIT	20	45	065 P	UOCT	20	45	065 P			
90	B14160603	SUNDARI M	UCEE	19	50	069 P	UCPS	19	62	081 P	UCEC	19	51	070 P	490 P	0912	P
	04/01/1994	சுந்தரி மு	UEEE	19	44	063 P	UOCP	20	43	063 P	UOCT	20	56	076 P			
91	B14160604	TAMILSELVI S	UCEE	19	42	061 P	UCPS	20	58	078 P	UCEC	20	62	082 P	533 P	0987	P
	20/05/1990	தமிழ்செல்வி ச	UEGC	20	53	073 P	UOA1	20	72	092 P	UOA2	20	48	068 P			
92	B14160605	THANGAKUMARI N	UCEE	20	53	073 P	UCPS	19	68	087 P	UCEC	19	69	088 P	532 P	0991	P
	20/06/1979	தங்கக்குமாரி நா	UECE	20	56	076 P	UOCH	20	50	070 P	UOCE	20	45	065 P			
93	B14160606	THANGAMARI M	UCEE	20	40	060 P	UCPS	20	54	074 P	UCEC	20	64	084 P	482 P	0906	P
	30/10/1993	தங்கமாரி மு	UEEE	19	50	069 P	UOCP	19	42	061 P	UOCT	20	56	076 P			
94	B14160607	THEIVA KANI A	UCEE	20	70	090 P	UCPS	19	44	063 P	UCEC	19	55	074 P	534 P	0966	P
	07/06/1993	தேய்வகனி ஆ	UEPH	19	50	069 P	UOIE	20	47	067 P	UOCE	20	49	069 P			
95	B14160608	UMAMAGESHWARI M	UCEE	20	48	068 P	UCPS	20	60	080 P	UCEC	20	62	082 P	532 P	0998	P
	10/05/1991	உமாஅகேஸ்வரி மு	UEGC	20	61	081 P	UOCH	20	66	086 P	UOCE	20	49	069 P			
96	B14160609	UMAVATHY K	UCEE	19	45	064 P	UCPS	19	50	069 P	UCEC	19	49	068 P	497 P	0891	P
	04/05/1994	உமாவுதி ச	UEEE	20	39	059 P	UOCP	20	42	062 P	UOCT	20	52	072 P			
97	B14160610	VANAJA P	UCEE	20	47	067 P	UCPS	20	48	068 P	UCEC	20	44	064 P	453 P	0847	P
	17/06/1981	வானஜா பி	UEEE	19	41	060 P	UOCH	19	47	066 P	UOCT	20	49	069 P			
98	B14160611	VASANTHA K	UCEE	19	45	064 P	UCPS	19	67	086 P	UCEC	19	51	070 P	485 P	0934	P
	24/02/1994	வசந்தா க	UEEE	20	59	079 P	UOCP	19	53	072 P	UOCT	20	58	078 P			
99	B14160612	VENIS S	UCEE	20	48	068 P	UCPS	20	53	073 P	UCEC	20	44	064 P	415 P	0816	P
	06/07/1993	வேனி ச	UECE	20	40	060 P	UOCP	19	44	063 P	UOCT	19	54	073 P			



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2015
(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 12811 - SCAD college of Education

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
100	814160613	VIDHYA S	UCEE	20	58	078	P	UCPS	20	47	067	P	UCEC	20	43	063	P	534	P	0956	P
	26/03/1991	வித்யா ச	UEEE	19	58	077	P	UCIE	20	47	067	P	UOCE	20	50	070	P				

COD-Subject Code, INT-Internal Marks, EXT-External Marks, TOT-Subj Total, RST-Result, PLM-Practical Mark, GTO-Grand Total Marks, ORT-Overall Result, P-Pass, RA-Reappear, A-Absent, WD-Withheld

Chennai - 600005
11/07/2015

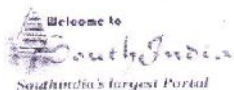


(Signature)
(Dr.M.Manivannan)
Controller of Examinations

PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

1/2016

TNTEU RESULTS



Tamilnadu Teachers Education University

B.Ed/ B.Ed(spl) Degree - May/June 2015

Revaluation Results

Reg No. : B14160525
 Name : AVOODAIAMMAL M
 College : SCAD college of Education

SUBJECT CODE	ORIGINAL MARKS	MARKS SECURED AFTER REVALUATION	RESULT	REMARKS
UCPS	22	41	P	Change

Note : P-Pass, AA-Absent, RA-Re-appear, WD-Withheld

- 1) "Change" - Revised Statements of Marks **will be** issued on surrender of original statement of marks through the Principal of the College
- 2) "No Change" - Revised Statements of Marks **will not be** issued.

Disclaimer : The results published through results.southindia.com are just for immediate information to the examinees. We are not responsible for any inadvertent error that may have crept in the data / results being published on the Websites.

[View Results for Another number](#)



TAMIL NADU TEACHERS EDUCATION UNIVERSITY
RE-VALUATION RESULTS

B.Ed. Degree Examination May/June 2015

College Code and Name : 12811 - SCAD college of Education

Cherenmahadevi, Tirunelveli District,


SNo.	Regno	name	Subject Code	Original Marks	Marks secured after Revaluation	Results
1	B14160526	BALA MURUGAN A	UCPS	23	36	P Change
2	B14160527	BALA MURUGAN A	UCPS	27	38	P Change
3	B14160529	BHUVANA PRIYA K	UOA2	60	36	P No Change
			UOA1	47	37	P No Change
			UEGC	63	62	P No Change
			UCPS	57	47	P No Change
4	B14160554	LINCY M	UCPS	20	40	P Change
5	B14160560	MURUGAMMAL A	UCPS	21	36	P Change
6	B14160584	SANGEETHA P	UCPS	21	20	RA No Change
7	B14160591	SELVI K	UCEC	26	57	P Change
8	B14160593	SHERLINE J	UOCE	36	46	P Change
9	B14160602	SUMITHRA P	UCEC	27	36	P Change

Note :

- 1) "Change" - Revised Statement of Marks **will be** issued on surrender of original statement through the Principal of the College.
- 2) "No Change" - Revised Statement of Marks **will not** be issued.

Chennai - 600005
23/3/2015




(Dr. S. Kalaiichelvan)
Controller of Examinations i/c

SAMPLE OF FEEDBACK ON PRACTICE TEACHING

SCAD COLLEGE OF EDUCATION Cheranmahadevi Feed back on Intensive Teaching Practice	
Student Name: <i>E/akim</i>	Date: <i>26/6/15</i>
Statements	Yes / No
1) Are you happy with the school allotted for you?	✓
2) Have you got any help from the guide teachers from your school?	✓
3) Is it possible to use technology in classroom teaching?	✓
4) Are you satisfied with the students behaviour in the class?	✓
5) Have you got any help from the Head Master / Mistress from your school?	✓
6) Do you like to continue as a teacher in the same school after completing B.Ed?	✓

[Signature]
Head Master / Mistress

[Signature]
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 014

AFFILIATION ORDER OF TNTEU

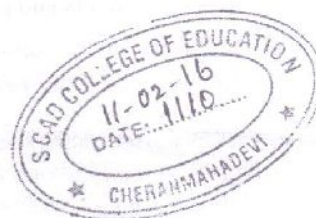


TAMILNADU TEACHERS EDUCATION UNIVERSITY
 Lady Willington College Campus, Kamarajar Salai, Chennai - 600 005.
 Admin. Off. Phone: 044-28447304, 28447300 Exam Off. Phone: 044-28447305
 Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Affln./Syn-Feb 2016-Item.No.07/2016/118 Date:02.02.2016

Dr.S.KALAICHELVAN,
 M.Sc., M.Ed., M.Phil (Phy.), M.Phil (Edu.), Ph.D
REGISTRAR

To
 The Correspondent,
 SCAD college of Education,
 Cherenmahadevi,
 Tirunelveli District - 627 414.



Sir/Madam,

- Sub:** SCAD college of Education, Tirunelveli District- Grant of Continuation of Conditional Provisional Affiliation to offer B.Ed. degree course from the academic year 2015-2016 – Orders issued - Reg.
- Ref:** Resolution of the Syndicate on Item No.07, dated 01.02.2016.

I am, by direction, to inform you that the Syndicate of the University, at its meeting held on 01.02.2016 has considered the request of SCAD college of Education, Tirunelveli District together with the report of the Inspection Commission and compliance report submitted by the college and ***“resolved that the continuation of provisional affiliation be granted to SCAD college of Education, Tirunelveli District to offer B.Ed. degree course from the academic year 2015-2016”.***

Resolved further, the Management of the college of Education be instructed to submit the following documents as detailed below within six months and in the event non - submission of the documents within the period of stipulated, the Management of said college be not permitted to remit the examination fee and the students of said college be not permitted to write the subsequent examinations.

1. Receipt for Payment of Infrastructure and Amenities Charges for Building plan.
2. Pollution Control Certificate from the concerned authority.
3. Land Area, whether Wet or Dry Land (Wet Land Conversion Certificate issued by Directorate of Town and Country Planning in case if it is Wet Land as per the new Section 47(A) in the Tamil Nadu Town and Country Planning Act 1971, vide notification in the Tamil Nadu Government Gazette dated 01.01.2011.
4. Certificate under Section 37(B) of Tamil Nadu Land Reforms (Land fixation and Ceiling) Act 1961, vide notification in the Tamil Nadu Government Gazette dated 10.06.2010.

Atty
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

Further the Management shall remit a sum of Rs.1, 00,000/- (Rupees One lakh only) towards a fee for the grant of Continuation of Provisional Affiliation from the academic year 2015-2016.


The conditions laid down by this University for affiliation are furnished below which the College should strictly adhere to and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

The Following Conditions shall be strictly adhered to.

1. All the conditions laid down by the NCTE, Bangalore.
2. Candidates to be admitted in B.Ed. Degree course shall (a) satisfy the eligibility conditions prescribed in the Regulations and the guidelines issued by the Government of Tamil Nadu for the academic year 2014-2015 (b) obtain approval from the University for the students admitted to B.Ed. degree course as per prescribed norms and (c) earn required attendance prescribed by the University for appearing for the University Examinations.
3. The admission of students for B.Ed. Degree Course shall be made in accordance with the guidelines for admission prescribed by the Government of Tamil Nadu and the regulations of the University for each academic year. No student shall be admitted with irregular attendance. No ratification will be considered for any such irregular admission.
4. The Syllabus prescribed by the Tamil Nadu Teachers Education University shall be followed.
5. The college shall complete 200 working days as prescribed by the NCTE / University in its Regulations prescribed for B.Ed. course in an academic year.
6. Arrangement shall be made by the college for the conduct of University Examinations.
7. No donations shall be collected from the students seeking admission to any course of study in the college.
8. The college shall only collect Tuition and other fees from the students at the rates as prescribed by the State Government / University. If any College found collecting more and above the fee fixed by the Government of Tamil Nadu, the affiliation of the College will be withdrawn.
9. The Management of College shall not discontinue any existing course without prior permission from the University which should be intimated before the 30th September of the respective academic year.
10. A Librarian and Physical Director/Directress with the prescribed qualification shall be appointed.
11. Number of teaching and non-teaching staff shall be appointed as per norms prescribed by the University/ U.G.C./NCTE/Government for each course. The post of Principal shall not be kept vacant and qualified Principal shall always be in position.
12. No teacher shall be appointed, if he/ she has not fulfilled the qualifications as laid down by the University and U.G.C./NCTE from time to time.


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

13. An agreement shall be entered into with each teacher to be appointed as per the requirements of the University/ Tamil Nadu Private Colleges (Regulation). Act and rules there under.
14. The Professor should be paid as per pay scales of UGC/NCTE/VI pay commission of the State Government, as the case may be, and their salary should be paid through Electronic Clearing System (ECS). This will be verified by the authorities from time to time.
15. The posts of Professor and Head of the Departments wherever required for the proposed course shall be filled up before starting the course.
16. No teacher shall be appointed or shall be continued in service, who has attained the age of superannuation as may be prescribed by the Tamil Nadu Government.
17. Suitable leave rules for teaching and Non-teaching staff shall be framed, generally in conformity with the State Government rules.
18. Approval shall be obtained from the University before appointing the teaching staff.
19. The College shall implement each and every recommendations of the Inspection commission.
20. The College shall have [1] Separate lounge [2] Rest room [3] Toilet for Women Faculty.
21. The classrooms shall be according to the specification suggested U.G.C./NCTE norms.
22. The library should be strengthened, as suggested by the Inspection commission. The library shall have common reading room and stack room as per standard prescribed by the U.G.C. /NCTE/ Government.
23. Land Use Certificate, Land Continuity Certificate and Land Classification Certificate obtained from the competent authorities shall be kept ready for verification at any time.
24. Fire Service Certificate shall be obtained and renewed and shall be kept ready for verification at any time.
25. The Laboratory shall have sufficient equipments required for performing experiments prescribed for the courses of study. The laboratories shall also have adequate arrangement for gas supply, regular water supply and electricity. The safety standard shall be fully observed.
26. The required area of land and the building shall be in the name of the Trust.
27. The College shall obtain Building Plan approval and License from the competent authorities for constructions.
28. The maximum number of students who may be admitted to each of the course shall not exceed the strength sanctioned (100) by the NCTE / University.
29. Necessary Hostel accommodation, Staff quarters, Play ground shall be provided.
30. Such other Rules and Regulations as may be generally prescribed from time to time by the University shall also be abided by the Management.


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

31. All the conditions shall be abided by the Management and in the event of any violation, the affiliation granted shall be ceased automatically.
32. As per the "National Council for Teacher Education, (Recognition Norms and Procedures Amendment)" Regulations December 2014, an institution shall be permitted to apply for new courses listed in the regulations. Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a University, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE is eligible to apply M.Ed. programme.
33. The attendance of the staff members and the students shall be effectively monitored and periodical report shall be submitted by post/online every day.
34. The Institution should submit the name list of students admitted along with the Medium of Instruction opted by each student i.e. English or Tamil (as per the availability of Medium of Instruction in the College of Education) to the University.
35. The institution shall maintain & update its Web-site as per the provisions of NCTE Regulations and always display following as mandatory disclosure:
 - i. Sanctioned programmes along with annual intake in the institution.
 - ii. Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
 - iii. Names of faculty members who left or joined during the last, quarter;
 - iv. Names of students admitted during the current session along with qualification, percentage of marks in the qualifying examination and in the entrance test, if any, date of admission etc;
 - v. Fee charged from students;
 - vi. Available infrastructural facilities;
 - vii. Facilities added during the last quarter;
 - viii. Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
 - ix. The institution shall be free to post additional relevant information, if it so desires.
 - x. Any wrong or incomplete information on website shall render the institution liable for withdrawal of recognition.

While communicating the above decision, I am to request you to kindly forward a specific and detailed report in this regard, immediately after fulfilling all the above conditions of affiliation.

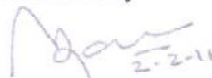
The Management of the College shall renew the Continuation of Provisional affiliation until Permanent Affiliation is granted.

APR
 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

It is further informed that, after completion of 10 years of affiliation and with accreditation by National Assessment and Accreditation Council (NAAC) 'B' Level Certificate, a college may apply for permanent affiliation in the prescribed format with prescribed fees with the conditions prescribed by the University for Grant of permanent affiliation.

The receipt of this order shall be acknowledged.

Yours faithfully



REGISTRAR

Copy to:


1. The Regional Director, National Council for Teacher Education, Southern Regional Committee, Nagarabhavi, Jnana Bharathi Campus Road, Opp. National Law School, Bangalore – 560 072.
2. The Secretary to Government, Higher Education Department, Secretariat, Chennai – 600 009.
3. The Director of Collegiate Education, College Road, Nungambakkam, Chennai - 600 006.
4. The Controller of Examinations, TNTEU.
5. Finance Section, TNTEU.
6. Admission Section, TNTEU.

Altox
PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414


ABBREVIATIONS

List of Abbreviations

ABL	Activity Based Learning
AC	Academic Council
ACC	Academic Coordination Committee
AIDS	Acquired Immune Deficiency Syndrome
ALM	Active Learning Method
ANC	Ante Natal Clinic
AQAR	Annual Quality Assurance Report
AS	Academic Services
B.Com	Bachelor of Commerce
B.Ed.	Bachelor of Education
BA	Bachelor of Arts
BC	Backward Class
CAI	Computer Assisted Instruction
CCE	Continues and Comprehensive Evaluation
CD	Compact Disc
CSSI	Community and Social Services Internship
D.T.Ed.	Diploma in Teacher Education
DC	Department Core
DE	Department Electives
DEP	Distance Education Programme
DVD	Digital Video Disc
FC	Finance Committee
FDP	Faculty Development Programme
GO	Governmental Organization
ICT	Information and Communication Technology
IQAC	Internal Quality Assurance Cell
IQAC	Internal Quality Assurance Cell
IT	Information Technology
ITI	Industrial Training Institute
KVK	Krishi Vigyan Kendra
LCD	Liquid Cristal Display
LMS	Library Management Software
M. Phil	Master of Philosophy
M.Ed.	Master of Education
M.Sc.	Master of Science
MA	Master of Arts
MBA	Master of Business Administration
MBC	Most Backward Class
MOOCs	Massive Open Online Courses
MoU	Memorandum of Understanding
MR	Mentally Retarded
NCC	National Cadet Corps
NCTE	National Council for Teacher Education
NGO	Non-Governmental Organization


 PRINCIPAL
 SCAD COLLEGE OF EDUCATION
 SCAD NAGAR,
 CHERANMAHADEVI - 627 414

NSS	National Service Scheme
OC	Other Community
OHP	Overhead Projector
PG	Post Graduate
Ph D	Doctor of Philosophy
PNC	Pre Natal Clinic
R & D	Research & Development
RAB	Research Advisory Board
RMSA	Rashtriya Madhya Shiksha Abiyan
RRC	Red Ribbon Club
SC	Scheduled Caste
SCAD	Social Change And Development
SIM	Self Instructional Materials
ST	Scheduled Tribe
SUPW	Socially Useful Productive Work
TTI	Teacher Training Institute
UG	Undergraduate
UGC	University Grants Commission
UK	United Kingdom
URL	Uniform Resource Locator
VAI	Video Assisted Instruction
Wi-Fi	Wireless Fidelity


PRINCIPAL
SCAD COLLEGE OF EDUCATION
SCAD NAGAR,
CHERANMAHADEVI - 627 414

