

**LADY WILLINGDON INSTITUTE OF
ADVANCED STUDY IN EDUCATION
(AUTONOMOUS)**

B++

(Affiliated to TamilNadu Teachers Education University)



NAAC - SELF STUDY REPORT



Submitted to
National Assessment and Accreditation Council
Bangalore - 560 072

September - 2015

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National Assessment and Accreditation Council

An Autonomous Institution of the University Grants Commission
Bangalore

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed*

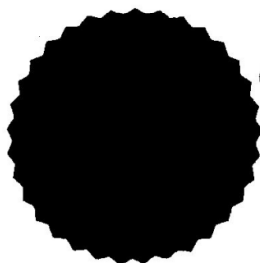
Peer Team, is pleased to declare the

***Lady Willingdon Institute of Advanced Study in Education,
Chennai, affiliated to the University of Madras, Tamil Nadu, as***

Accredited¹

at the Five star level².

(among the Affiliated/ Constituent Colleges)



Date: April 17, 2000


Chairman

1. This certification is valid for a period of 5 years with effect from the assessment academic year 1999-2000.
2. An institutional score (%) in the range of 55-60 denotes one star, 60-65 two stars, 65-70 three stars, 70-75 four stars, and 75 and above five stars (upper limit exclusive).

Preface

Lady Willingdon Institute of Advanced Study in Education is situated on Kamarajar Salai, Triplicane, Chennai – 600 005, just 3kms from the Fort St. George, the head quarters of Government of Tamilnadu. In the year 1922, this Institute of Teacher Training was named ‘Lady Willingdon Training School’ after ‘Lady Willingdon’ wife of Lord Willingdon, then Governor of Madras Presidency. The pioneer Principal Miss. J.M. Gerrard, had a vision of stately edifice, facing the sea, shaped like ‘W’. Her vision materialized when a Scottish architect, under her guidance designed the present building into which the college moved in 1940. The majestic building in the premises of 16 acres overlook the world famous sprawling Marina Beach beside the Bay of Bengal, which is one of the longest and beautiful beaches of the world indeed. To its north, just a few meters away, lie the Guest House of the University of Madras, the beautiful palatial building of the Presidency College, the P.W.D. building and the famous Madras University; to its south, the Queen Mary’s College, the office of the Director General of Police, the All India Radio Station and the historical Santhome Cathedral Church are situated. It is easily accessible by road and also by railways through M.R.T.S.

GROWTH AND DEVELOPMENT

In 1922-24 the first batch of 23 women graduate teachers were presented to the Licentiate in teaching examination of the Madras University and they obtained the L.T. Degree.

Initially the college offered two levels of teacher training programmes for women viz.,

1. *Licentiate in Teaching for graduate*
2. *Secondary Grade Teacher Training for post-metric students and elementary Grade Teacher Training for those who completed the school course.*

In 1941, the L.T. Degree was replaced by the B.T. Degree (Bachelor of Training). From the year 1972-73 B.T. Degree was replaced by B.Ed. Degree. From 1964-99 Tamil Pandit Course was functional. In 1972 M.Ed. course was started as Evening College course which was converted into regular course in 1981. In 1991 the Lady Willingdon College of Education was upgraded and renamed as 'Lady Willingdon Institute of Advanced Study in Education'.

From 1998-99 M.Phil. in Education both full time and part time courses were started. In 2000, Lady Willingdon Institute of Advanced Study in Education was the 'FIRST' Government Institution to be accredited at the level of FIVE STARS by National Assessment and Accreditation Council (NAAC).

Lady Willingdon Institute of Advanced Study in Education celebrated its Golden Jubilee, Diamond Jubilee and Platinum Jubilee in the year 1972, 1983 and 1999 respectively.

The College was granted Autonomous status by the UGC on 5.07.2006. The college was accredited B++ level by National Assessment and Accreditation Council (NAAC) in the year 31.03.2007. The College is affiliated to Tamilnadu Teachers Education University from the year 2008.

SUCCESSIVE LIST OF PRINCIPALS

SL.NO.	PRINCIPAL NAMES	YEARS
1	Miss.J.M.Gerrard	1922-Oct 1946
2	Miss.V.Koman	Oct 1946-Oct 1946
3	Smt. M.Lakshmiammal	Oct 1946-Apr 1950
4	Smt. N.Nallamuthu Ramamurthy	Apr 1950-Oct 1950
5	Ms. M.Varghese	1950-1951
6	Smt.M.Lakshmiammal	Jan 1951-Apr 1951
7	Ms. M. Varghese	1951-1956
8	Smt.Devaki Damodaran	1956-1958
9	Ms.B.Ahalya Bai	1958-1961
10	Ms.S.Pankajam	1961-1965
11	Smt.N.Shanmugamsundaram	1965-1970
12	Smt.Stella Soundara rajan	1970-1972
13	Ms.K.Jagadambal	Jul 1972-Sep 1972
14	Smt.Inayathunisa munavar	Oct 1972-Nov 1972
15	Ms.T.Doraiswami	1972-1974
16	Smt.G.R.Pankajakshi	Jul 1974-Oct 1974
17	Smt.N.Shanmugamsundaram	1974-1975
18	Smt.G.R.Pankajakshi	1975-1977

19	Dr.Tmt.Sulochana Sekar	1977-1988
20	Dr.Tmt.Usha Ruba Gunday	1988-1989
21	Dr.Tmt.Krishanaveni Arunachalam	1989-1991
22	Tmt.S.Meenakshi	1991-1996
23	Dr.Tmt.M.Mithra	Jul 1996-Nov 1996
24	Thiru.G.Karunakaran	1996-1997
25	Dr.Tmt.P.T.Rajalakshmi	Sep 1997-Feb 2000
26	Dr.Tmt.Rani Kandhasami	Feb 2000-May 01
27	Tmt.K.Mohamed Noorunnissa	Aug 2001-May 03
28	Tmt.Shiela Bose	Oct 2003-Jan 05
29	Tmt.R.Mallika Devi	Feb2005-May 06
30	Tmt.Chandra Shanthakumar	Jul 2006- Jul 2007
31	Tmt.Nirmala Devaraj	Aug 2007-Jun 08
32	Dr.Tmt.Kiruba Charless	July 2008-May 09
33	Dr.K.Vijayalakshmi i/c	Jun 2009 –May 10
34	Dr. Mrs.G.Parameswari i/c	May 2010 -October -2012
35	Dr. P.R.Umarani	October- 2012 July 2013
36	Dr. Mrs.G.Parameswari	July 2013 –May 2015
37	Dr.R.Bharathy i/c	May 2015 Onwards

PART- I

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the Institution: Lady Willingdon Institute of
Advanced Study in Education
(Autonomous),
Kamarajar Salai, Triplicane,
Chennai – 600 005.

2. Website URL : www.ladywillingdoniase.com

1. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.(Mrs).R.Bharathy	044-28445531	044-28440240	principallwiase @yahoo.co.in
Vice-Principal	-	-	-
Self - Appraisal Co-ordinator Dr.J.Vincent Thaninayagam Dr.I.Sasireka	9443399694 9500073481		vincentthaninayagam@ gmail.com i.sasireka@gmail.com
Stirring Committee Ms.V.Shyamala Dr.D.Hemalatha Kalaimathi Mrs.T.Subhashini Dr.Rita Rani Mandal Dr.S.Rama Dr.S.Komalavalli Mr.R.Selvaraj			

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.(Mrs).R.Bharathy	----	9884111116

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate)

5. Campus area in acres:

16 Acre

6. Is it a recognized minority institution?

Yes

No

☒

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

MM	YYYY
12	1922

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

TamilNadu Teachers Education University, Chennai - 5

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

Month & Year

2f

MM	YYYY
11	1956

Month & Year

12B

MM	YYYY
11	1956

10. Type of Institution

a. By funding

i. **Government**

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. Affiliated College

v. Constituent College

vi. Dept. of Education of Composite College

vii. CTE

Viii. Any other (specify and indicate)



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

Yes



No



If yes, has the institution applied for autonomy?

Yes



No



Applied and got it in the year 2005

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

S. No.	Level	Programme Course	Entry Qualification	Nature of Award	Duration	Medium Instruction
i)	Pre-primary	Not applicable				
ii)	Primary/Elementary	Not applicable				
iii)	Secondary/ Sr. secondary	-	-	-	-	-
		-	-	-	-	-
		B.Ed	Graduate/ Post Graduate	Degree	1 Year	Tamil
iv.	Post Graduate	M.Ed	B.Ed Graduate	Degree	1 Year	Tamil
v.	Other	M.Phil	M.Ed	Degree	1 Year	Tamil
		Ph.D	M.Ed/		Regular - 3years Part Time – 4 years	English
			M.Phil		Regular – 2 years PartTime-3years	

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary	Not applicable			
Primary/Elementary	Not applicable			
Secondary/ Sr.secondary	B.Ed	F.TN/SEC/SRO/NCTE/ 2004-05/3028 Date 10.05.2004		200
Post Graduate	M.Ed	F.No.APS00320/ B.Ed.6214/B.Ed.A13246. M.Ed./TN/2011/29489		35
Other (specify)	M.Phil	No.CBCS/M.Phil/Admn./Guidelin es/Col./2006-07/1187 Date 19.06.2006 (University of Madras)		04
	Ph.D	TNTEU/R/Ph.D(New) 2012/975		Based on the number of guides

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

If yes,

Yes		No	√
2 Certificate Courses			

a) How many programmes?

b) Fee charged per programme

NIL

2. Are there programmes with semester system

YES

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

Yes	√	No	
-----	---	----	--

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

All the faculty members Yes

Other Universities Yes

And parent University
And colleges of Education
Other college of Education

} All faculty members are involved in curriculum development/vision/Board of Studies in various universities and colleges of Education.

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

D.Ed.,

B.Ed.,

M.Ed., (Full Time)

M.Ed., (Part Time)

Any other: M.Phil.

06 Electives
02 Elective
N.A
One Research area paper, Research Methodology & Management of Education

5. Are there Programmes offered in modular form

Yes	√	No	
-----	---	----	--

Number	2
--------	---

Certificate courses: **Life Coping Skills & Functional Communication English**

Two short-term courses - NIL

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

Yes	√	No	
-----	---	----	--

Number	Feed Back Forms
--------	-----------------

7. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	NIL
--------	-----

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

- Heads of practice teaching schools

Methodology, plan of lesson, Concept mapping,

Reflective log

Yes	√	No	
-----	---	----	--

- Academic peers – College – experts in the field

Yes	√	No	
-----	---	----	--

- Alumni – Teachers in the practice teaching schools
(our old students)

Yes	√	No	
-----	---	----	--

- Students – Feed back at the end of the course

Yes	√	No	
-----	---	----	--

- Employers – weightage to testimonials
& Placement of students.

Yes		No	√
-----	--	----	---

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

- 2 short term courses
 - TET coaching
- Minimum 3 Months

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

Yes	√	No		Number	4
-----	---	----	--	--------	---

- Functional Communication English
- Teachers Eligibility Test Course
- Practical aspects in Audio Visual Education
- Peace Education incorporated in all courses

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

Yes	√	No		Number	57
-----	---	----	--	--------	----

All the courses in programme

- | | | |
|---------------------------------------------|---|--|
| Core courses – 6 | } | |
| Special course – $9 \times 2 \times 2 = 36$ | | |
| Elective course – 6 | | |
| B.Ed | | |
| Core courses – 4 | } | |
| Support course – Nil | | |
| Elective course – 2 | | |
| M.Ed | | |
| Core courses – 2 | } | |
| Elective course – 1 | | |
| M.Phil | | |

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

Yes	√	No	
-----	---	----	--

- IQAC
- Planning and Evaluation
- Board of Studies / Academic Council

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

Yes	√	No	
-----	---	----	--

As it is a single faculty institution, every staff members prepares the course outline.

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) Hr. qualification participation is NSS/NCC/Sports

☒

g) Any other: - Through Counselling

☒

(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

06.08.14

b) Date of last admission

30.08.14

c) Date of closing of the academic year

05.05.15

d) Total teaching days

180

e) Total working days

200

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.,	-	-	-	-	-	-	-	-	-
B.Ed.,	-	205	205	-	143	143	-	62	62
M.Ed.,(Full time)	-	35	35	-	24	24	-	11	11
M.Ed.,(Part Time)	Course Not Available								
M.Phil.,	-	4	4	-	3	3	-	1	1
Ph.D.	7	15	22	7	14	21	0	1	22

4. Are there any overseas students?

If yes, how many?

Yes		No	√
-----	--	----	---

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

a) Unit cost excluding salary component

500.00

b) Unit cost including salary component

Rs.55, 575

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	Single window counselling		-	-
M.Ed. (Full Time)	92	87	-	-
M.Ed. (Part Time)	Course Not Available			

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

Yes

☒

No

☐

- Entry level behavior test (department wise)

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Program	Theory	Practice Teaching	Practicum
D.Ed.	Not applicable		
B.Ed.	65%	30%	5%
M.Ed. (Full Time)	60%	Dissertation 30%	10%
M.Ed. (Part Time)	Not Available		
M.Phil	60%	30%	10%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	5
---	---

Observation – 5

Micro Teaching – 10

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

1	0
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

2	5
---	---

b) Total number of practice teaching days

4	0
---	---

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

3	0
---	---

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

No. of Lessons in simulation	No. 10	No. of Lessons Pre-practice teaching	No. 15
------------------------------	--------	--------------------------------------	--------

In each option we practice 5 skills and write 10 lesson for pre-practice teaching.

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

Yes

☒

No

☐

- Explained in the Orientation Day
- Mention in the college Calendar

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	20	80
M.Ed. (Full Time)	20	80
M.Ed. (Part Time)	Course Not Available	
M.Phil	20	80

16. Examinations

- a) Number of session tests held for each paper 3+1+1
 Minimum three short tests and three long tests
 3 Internal test, 1 Model Examination and Final Semester examination
 for each semester

- b) Number of assignments for each paper Minimum
three

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

ICT Equipments	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other - Smart Class	√	

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

Yes	√	No	
-----	---	----	--

The institution has 4 Interactive white Boards and 4 LCD projectors

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

√

- Short term course on ICT
- Audio- Visual Teaching lesson

As special course –
Computer Education

Criterion III

Research, Consultancy and Extension

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

Number	9	75	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

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

Name of the Staff	Funding agency	Amount (Rs)	Duration (years)	Collaborat if any
Dr. D. Hemalatha Kalaimathi	UGC	3,00,000	2 years (2014-2016)	-
Mrs. T. Subashini		2,00,000		
Dr. Rita Rani Mandal		3,00,000		
Dr. S. Rama		1,10,000		
Dr. S. Komalavalli		1,50,000		

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

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

4

Projects completed by M.Ed. and M.Phil. Students

Programme	2010 – 2011	2011– 2012	2012 – 2013	2013 – 2014	Total
M.Ed	35	35	30	34	134
M.Phil	Regular – 3	Regular – 3	Regular – 3	Regular – 3	17
	Part time - 2	Part time - 2	Part time - 1	Part time - Nil	

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

- ❖ Teachers are given study leave
- ❖ Teachers are provided with seed money
- ❖ Adjustment in teaching schedule
- ❖ Providing secretarial support and other facilities
- ❖ Any other :
 - FDP by UGC
 - Guiding M.Ed., M.Phil., & Ph.D., Scholars
 - Action Research – B.Ed level
 - Minor projects – Individual

x
√
√
x
√

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

Yes ☒ No ☐

- UGC – FDP for the teaching staff of our college
- State and central government scholarships
- Free use of library and internet

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 ☐

B.Ed - Action Research & Paper II projects for PGs
M.Ed – Dissertation

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

	Yes	No	Number
International Journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	72
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	86
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16
Any other (specify and indicate) Research paper published in Conferences / Seminar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	77

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

Yes ☒ No ☐

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

	Faculty	Students
National seminars	<input type="text" value="120"/>	<input type="text" value="20"/>
International seminars	<input type="text" value="25"/>	<input type="text" value="5"/>
Any other academic forum	<input type="text" value="10"/>	<input type="text" value="2"/>

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

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

✓
✓
✓
✓
✓

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

1

- Madurai Kamaraj University – Distance Education B.Ed
- Fire Service Training
- First Aid Training
- 108 Ambulance Training Programme given by TN Government
- Citizenship camp for 5 days

16. Does the institution provide consultancy services?

Yes

☒

No

☐

Inservice Programme for Government and Government Aided School teachers

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

Nil

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

Local level	✓
State level	✓
National level	✓
International level	✓

- N.K.T College of Education – Local Level
- St. John Ambulance Association – National Level

Criterion IV

Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.) 2950 sq. mts.

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

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

3. How many Computer terminals are available with the institution?
50

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?
10 lakhs (2014- 2015)

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?
1.5 lakhs (2014- 2015)

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?
Rs. 60000 (2014- 2015)

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?
15Lakhs (2014- 2015)PWD

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

Yes	√	No	
-----	-------------------------------------------------------------------	----	------------------------------------------------------------------

9. Total number of posts sanctioned

	Open	Reserved
Teaching	22	
Non-teaching	22	

10. Total number of posts vacant

Teaching

Non-Teaching

Open

Reserved

10

10

11. a. Number of regular and permanent teachers

Open

Reserved

(Gender-wise)

Assistant Professor

Associate Professor

M

F

M

F

02

07

--

--

M

F

M

F

--

04

--

--

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

Open

Reserved

Guest Lecturer

M

F

M

F

01

05

-

-

c. Number of teachers from same state

Other states

√

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	---
B.Ed.	1:17
M.Ed. (Full Time)	1: 3
M.Phil. (Part/Full Time)	1:1

13. a. Non-teaching staff	Permanent	Open		Reserved		
		M	F	M	F	
		18	4			
	Temporary	M	F	M	F	
		1	1			
	b. Technical Assistants	Permanent	M	F	M	F
		Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

22:22

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

1, 66, 00,000

16. Is there an advisory committee for the library?

Yes

√

No

- Principal
- Senior Staff member
- Librarian
- Students

17. Working hours of the Library

On working days

10 A.M. to 5 P.M.

On holidays

10 A.M to 1 P.M.

During examinations

09 A.M. to 5 P.M.

18. Does the library have an Open access facility

Yes

√

No

19. Total collection of the following in the library

a. Books

15728

- Source books

13858

- Reference books

1870

b. Magazines

17

e. Journals subscribed

- Indian journals

20

- Foreign journals

02

f. Peer reviewed journals

g. Back volumes of journals

50

h. E-information resources

- Online journals/e-journals (Subscribed through N- List)

√

- CDs/ DVDs

√

- Databases

√

- Video Cassettes

√

- Audio Cassettes

√

20. Mention the

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

750 sq.mts.

Seating capacity of the Reading room

40

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

40-45

Maximum number of days and number of books are permitted to be retained

For students

14 days

3 books permitted

For faculty members

30 days

10 books permitted

Average number of users who visited/consulted per month

450

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

120: 1

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

6.2 %

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

Description	I (2011-12)		II (2012-13)		III (2013-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	80	8733	125	8540	110	20000
Other books	15	2150	30	1266	40	2950
Journals/ Periodicals	40	15000	42	15000	48	15000
Any others	-	-	-	-	04	590

27. Any other (specify)

Books are purchased for Departmental Libraries every year.

Criterion V
Student Support and Progression

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

Programme	Year 1	Year 2	Year 3
D.Ed.	Not Applicable		
B.Ed.	-	2	2
M.Ed. (Full Time)	1	1	-
M.Phil. (Full/Part Time)	-	-	-

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

Yes	√	No	
-----	---	----	--

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

205

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)

	B.Ed			M.Ed			M. Phil		
	2011-12 (I)	2012-13 (II)	2013-14 (III)	2011-12 (I)	2012-13 (II)	2013-14 (III)	2011-12 (I)	2012-13 (II)	2013-14 (III)
Pass percentage	100	100	100	100	100	100	100	100	100
Number of first classes	193	12	53	35	-	20	04	2	1
Number of distinctions	17	180	149	-	30	14	02	2	2
Exemplary performances (Gold Medal) (First three university ranks, etc.)	-	-	-	-	-	-	-	-	-
Autonomous college									

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

	I	II	III
NET	02	01	0
SLET/SET	02	01	0
TamilNadu Recruitment Board (TET/ TRB)	18	24	15

(As made known to the institution)

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

Financial Aid	2012-2013			2013-2014			2014-2015		
COMMUNITY	SC/ST	BC	MBC	SC/ST	BC	MBC	SC/ST	BC	MBC
Merit Scholarship	47	74	58	51	76	53	60	75	44
Merit-cum-means scholarship	-	-	-	-	-	-	-	-	-
Fee concession	-	-	-	-	-	-	-	-	-
Loan facilities	-	-	-	-	-	-	-	-	-
Any other specify and indicate	-	-	-	-	-	-	-	-	-

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	---	----	--

Non-teaching staff

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Women

160

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes		No	√
-----	--	----	---

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

Is there transport facility available?

Yes	√	No	
-----	---	----	--

Extended service – Concession for Tamil Nadu Government Transport Cooperation(Bus Pass) & Indian Railways Train pass concession.

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

Yes	√	No	
-----	---	----	--

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

Programme	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	-	1	√	-	10 Each year
Inter-university	√	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(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	05	-
Regional	08	05
National	-	-
International	-	-
College level	105	Individual championship- 1 First Place – 23 Second place – 20 Third place - 20

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

1950

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

	2011-2012 (I) (%)	2012-13 (II) (%)	2013-14 (III) (%)
Higher studies	50	55	56
Teaching	40	42	41
Non teaching	4	2	2
Employment	6	1	1

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.

I (Year)	II (Year)	III (Year)
60	50	65

At least 30% of students every year.

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

Yes

No

- Academic guidance and Counseling

☒
☐

- Personal Counseling

☒
☐

- Career Counseling

☒
☐

Criterion VI

Governance and Leadership

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

Yes

☒

No

☐

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

Governing Body/management	01
Staff council	Every Month
IQAC/or any other similar body/committee	04 At least once in two months (As and when it is necessary)
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> College Council Board of Studies, Academic Council, Governing Body </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>15</div> </div>

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

Loan facility

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

Medical assistance

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

Doctor visits the Hostel

At present twice, a year medical checkup and health guidance is organised.

Insurance

Yes	√	No	
-----	---	----	--

Other (specify and indicate)

Yes		No	√
-----	--	----	---

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

Yes	√	
-----	---	--

2011- 12	2012- 13	2013 -14
2	3	2

- Tally Course
- Computer Knowledge on billing

5. Furnish the following details for the past three years

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

Nil

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

Inservice Programmes:
Work Shop

2011- 12	2012- 13	2013 -14
05	03	02
-	01	01

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

	2011- 12	2012- 13	2013 -14
Seminars/ workshops/symposia on Curricular development, Teaching-learning, Assessment, etc.	02	02	02
Research development programmes	01	03	03
Invited/endowment lectures	-	01	02
Any other area (specify the programme)	01	01	01

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

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes	√	No	
d. Combination of one or more of the above	Yes	√	No	
e. Any other (specify and indicate)	Yes		No	√

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

(Controller of Examination and Vice Principal)

24

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

Grant-in-aid	UGC-38.10 lakhs
Fees	---
Donation	---
Self-funded courses	---
Any other (specify and indicate)	---

9. Expenditure statement (for last two years)

	Year I	Year II	Year III
	2012-13 (in Thousand)	2013-14 (in Thousand)	2014-15 (in Thousand)
Total sanctioned Budget			
% spent on the salary of faculty	8193	7693	7920
% spent on the salary of non-teaching employees	5400	4250	3360
% spent on books and journals	30	30	30
% spent on developmental activities (expansion of building)	10		
% spent on telephone, electricity and water	175	190	195
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	900	1100	1100
% spent on maintenance of equipment, teaching aids, contingency etc.	98	102	103
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)			
% spent on travel	2	4	
Any other (specify and indicate)	---	---	
Total expenditure incurred	14798	13369	12708

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

Surplus in Rs.	Deficit in Rs.
<input type="text" value="NIL"/>	<input type="text" value="NIL"/>
<input type="text" value="NIL"/>	<input type="text" value="NIL"/>
<input type="text" value="NIL"/>	<input type="text" value="NIL"/>

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

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

Administration

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

Finance

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

Student Records

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

Career Counselling

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

Aptitude Testing

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

Examinations/Evaluation/

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

Assessment

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

Research & Instruction (specify and indicate)

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

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

18. Is there 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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes

☒

No

☐

Criterion VII

Innovative Practices

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

Yes

√

No

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

Yes

√

No

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

	Category	Men	%	Women	%
a	SC	Not Applicable		47	18
b	ST			3	1
c	OBC			70	30
d	Physically challenged			13	3
e	General Category			72	31
f	Rural			160	66
g	Urban			90	44
h	Any other (specify)			---	---

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


	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	Not Applicable	7	Not Applicable
b	ST	---		---	
c	OBC	10		5	
d	Women	10		4	
e	Physically challenged	1		---	
f	General Category	1		---	
g	Any other (specify)	---		---	

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	Not Applicable (Government Policy)			
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

ABOUT THE COLLEGE DOCUMENTS

9+3.



UNIVERSITY GRANTS COMMISSION

SOUTH EASTERN REGIONAL OFFICE, A.P.S.F.C. Building (4th Floor) 5-9-194,
P.B. No.152, Chirag-Ali-Lane HYDERABAD- 500 001
Ph: 040-23204735 Fax: 040-23204734

F.No.3-1/2012 AC (UGC-SERO) October, 2012

SPEED POST

Subject : *Expert Committee visit to assess for Extension of Autonomous Status to Lady Willingdon Institute of Advanced Study In education, Chennai - Reg.*

Sir/Madam,

This is to inform you that the UGC vide communication D.O.No.F. 2-25(22)/2006 (AC) dated 06.07.2012 has constituted an Expert committee to visit **Lady Willingdon Institute of Advanced Study In education, Chennai**, to evaluate the performance and academic attainments for Extension of Autonomous status to the college.

The Committee will consist of the following members;

Sl. No	Name & Address	Position
1.	Prof. Bhuvan Chandel Retd., professor, Punjab University DD-24, Kalkaji New Delhi - 19	Chairman 09810418840(M) chandelbhuvan@gmail.com
2.	Dr. Sr. Marlene Principal St. Anne's College of Education(A) Secunderabad - 500 003	Member 040-27804604
3.	Dr. Jayakumar Principal Mahatma Gandhi College (CPE) Thiruvananthapuram - 695 004 Tamil Nadu	Member 0471-2541039
4.	Prof. U.V. Chandaragi Principal Government Science College (CPE) Bangalore - 560 001	Member 080-22212924
5.*	Nominee of State Govt.	To be informed shortly
6.*	Nominee of Affiliating University.	To be informed shortly
7.	Dr. G. Srinivas, Joint Secretary University Grants Commission South Eastern Regional Office, Hyderabad -01	Member Secretary 09490793185 040-23204735/040-23200208

The visit of the Committee has been scheduled for **2nd & 3rd [Friday & Saturday] of November, 2012** in consultation with the college. The draft visit schedule is enclosed.

The committee during its visit will interact with the Management, Principal, Faculty, Staff and Students etc., verify the documents and will also see infrastructure facilities such as Library, Hostels and Computers, etc available in the College including achievements made under Autonomy. A copy of the format for preparation of visiting committee report is enclosed. (Page No 6 onwards) (Data for Page No. 1 to 5 would be filled in by the college).

While communicating the above, I request you to kindly accept the invitation and make it convenient to attend the meeting on the above dates.

Please send your itinerary to (**Dr.(Tmt.) G.Parameswari, Principal** (O) 044-28445531 (M) 09444290069 email: principallwase@yahoo.co.in for making arrangements for local transport and accommodation with a copy to this office. The nearest Airport is Chennai.

TA/DA/ Honorarium as per UGC norms (Copy enclosed) will be paid to you by the Institution. A copy of the guidelines of Autonomy are annexed for your reference.

Kind regards,

Encl:- As mentioned

Yours sincerely,

(Dr.G.Srinivas)
Joint Secretary
09490793185
srinivasugc@gmail.com

Copy to :

✓ **The Principal**
Lady Willingdon Institute of Advanced Study In education
Chennai- 600 005.

You are requested to make necessary arrangements for (1) Local transport (2) Accommodation (3) Payment of TA/DA/ Honorarium as per UGC rules (copy enclosed) (4) send a copy of the proposal submitted to UGC for Autonomy to each of the Members of the Committee by post (5) Fill up the Basic data as per the enclosed proforma in MS word format and mail the same at an early date to srinivasugc@gmail.com (6) provide a room in the college with computer attached with printer, Stationery and UPS for the committee to prepare the report.

(Dr.G.Srinivas)
Joint Secretary
09490793185

22/6/06

23230351, 23232784, 23237721, 23234110,
23235753, 23232317, 23236733, 23239437

UGC Website : www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

June, 2006

F.22-1/2005(Desk-AC)

The Registrar,
Madras University,
Centenary Building, Chempauk,
Chennai-600005.

Sub- **Conferment of Autonomous Status to the Colleges of Madras University.**

Sir,

With reference to the proposal of the following Seven Colleges received through Madras University and concurrence of the State Government of Tamil Nadu given by its representative during the Screening Committee meeting held on 27th June 2005 at UGC for shortlisting colleges of the Tamil Nadu State, I am pleased to inform that the Commission at its meeting held on 11th June, 2006, resolved to authorize the Chairman, UGC to constitute a Committee to look into the reports of these Colleges and recommend the conferment of autonomous status. The Chairman constituted a committee which met on 13th June 2006 and reviewed the reports of the Expert Committee which visited these seven Colleges of Madras University. Based on the recommendations of the Expert Committee, the Chairman **AGREED** to grant autonomous status to the following Colleges for the period mentioned against each as under:

SLNo.	Name of the College	Dates of visits	Period of conferment of autonomous status from the academic years
1.	Meston College of Education 10/33, West Cott Road, Royapettah, Chennai-600014.	17.04.2006	2006-2007 to 2011-2012
2.	Dhanraj Baid Jain College, Jothinagar, Thorapakkam, Chennai-600096.	18.04.2006	2006-2007 to 2011-2012
3.	Lady Willingdon Institute of Advanced Study in Education, Chennai-600005.	19.04.2006	2006-2007 to 2011-2012
4.	The New College, No.87, Peters Road, Royapettah, Chennai-600014.	20.04.2006	2006-2007 to 2011-2012
5.	SDNB Vaishnav College for Women, Chromiepet, Chennai-600044	09.05.2006	2006-2007 to 2011-2012

Contd. 2...

6.	Justice Basheer Ahmed Sayeed College for Women, Chennai-600018	10.05.2006	2006-2007 to 2011-2012
7.	The Madras School of Social Work, 32, CASA Major Road, Egmore, Chennai-600008	10.05.2006	2006-2007 to 2011-2012

The Madras University may now go ahead and issue necessary order in this regard by endorsing a copy of the same to this office for our records. It may please be also noted that UGC shall reimburse only actual admissible expenditure, within the overall ceiling provided for in the guidelines, incurred by the college during the period for which approval to the grant of autonomy is now being conveyed. The admissible grant under the scheme will be released to the College by the Deputy Secretary, South Eastern Regional Office, UGC, PB. No.152, A.P.S.F.C. Building, 4th Floor, 5-9-194, Chirag Ali Lane, Hyderabad-500 001 (A.P.).

Yours faithfully,

Sh

(Shakuntala Kashyap)
Deputy Secretary

Copy to:-

1. The Secretary, Govt. of Tamil Nadu, Education Department, Fort St. George, Madras-600 009.
2. The Dean, Madras University, Centenary Building, Chepauk, Chennai-600005.
3. Deputy Secretary, South Eastern Regional Office, UGC, PB. No.152, A.P.S.F.C. Building, 4th Floor, 5-9-194, Chirag Ali Lane, Hyderabad-500 001 (A.P.).
4. The Principal, Meston College of Education, 10/33, West, Court Road, Royapettah, Chennai-600 014.
5. The Principal, Dhanraj Baid Jain College, Jothinagar, Thoripakkam, Chennai-600096
6. The Principal, Lady Willingdon Institute of Advanced Study in Education, Chennai-600005
7. The Principal, The New College, No.87, Peters Road, Royapettah, Chennai-600014.
8. The Principal, SDBN Vaishnav College for Women, Chroniepet, Chennai-600044.
9. The Principal, Justice Basheer Ahmed Sayeed College for Women, Chennai-600018.
10. The Principal, The Madras School of Social Work, 32 CASA Egmore, Chennai.
11. Meeting Cell
12. R.O.UGC
13. Guard File

(Mrs. Jasvinder Pal)
Section Officer



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Phone: 044 - 28447304 Fax: 044 - 28447303 Website: www.tnteu.in

No. INTEU/R/Affin/Certificate/2013/2115

Date: 26.11.2013

From

The Registrar i/c,

Tamil Nadu Teachers Education University.

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the Tamil Nadu Teachers Education University, Chennai was established by an Act passed by Tamil Nadu Legislative Assembly [Tamil Nadu Act 33 of 2008].

As per sub-section [4] section [1] of Tamil Nadu Teachers Education University Act, the University is to monitor teachers education as approved by the NCTE at all levels in the state academically. The University started functioning with effect from 01.07.2008 the appointed day as per G.O.Ms.256, Higher Education (K2) Department 25.06.2008.

All colleges offering Teachers Education programme and affiliated to the Universities in Tamil Nadu now stand affiliated to Tamil Nadu Teachers Education University with effect from 01.07.2008 as per the section 54 of the Act.

Accordingly, Lady Willingdon Institute of Advanced Study in Education, (Autonomous) Triplicane, Chennai-600005 (College Code: 10206) offering B.Ed., M.Ed., M.Phil and Ph.D. courses is provisionally affiliated to Tamil Nadu Teachers Education University, Chennai, from the academic year 2008-2009.

This Certificate is issued on request of the college, for the purpose of sending the same to the National Assessment and Accreditation Council (NAAC), Nagabhavi, Bangalore.



[Signature]
REGISTRAR
Tamilnadu Teachers Education University
Chennai - 600 005.

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)

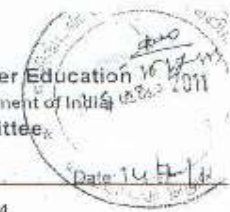
दक्षिण क्षेत्रीय समिति



पुस्तकालय भाग

National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F.No.APS00320/B.Ed, 6214-B.Ed-AI, 3245-M.Ed/TN/2011/29489



TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, Lady Willingdon Institute of Advanced Study in Education, Kamarajar Salai, Triplicane, Chennai-600005, Tamilnadu submitted an applications for seeking grant of recognition for B.Ed, B.Ed-AI & M.Ed. The institution was granted recognition for offering B.Ed course with an intake of 200 students vide order dated 04.10.2002 and B.Ed-AI with an intake of 5 for Physically challenged students on 13.02.2006 and M.Ed course with an intake of 25 on 31.12.2004 and later as per notification dated 28.7.2010, enhancement of 10 seats from existing 25 to 35 is permitted to the institution on 02.09.2010.

AND WHEREAS, in the mean time NCTE Hqs vide its letter dated 27.12.2010 has forwarded a copy of the inspection report dated 18.09.2010 conducted Under Section 13 of NCTE Act. The Committee in its 206th meeting held on 20th-21st January 2011 considered the VT Report, VCD, and all the relevant documentary evidences and it was decided to serve Show cause Notice Under Section 17 of NCTE Act.

AND WHEREAS, show cause notice was issued to the institution on 03.03.2011. The institution submitted its reply on 21.03.2011. SRC in its 203rd meeting held on 31st March & 1st April 2011 considered the reply of the institution and decided to seek clarification from the institution.

AND WHEREAS, clarification letter was issued to the institution on 05.05.2011. The institution submitted its reply on 18.05.2011.

AND WHEREAS, the Committee in its 206th meeting held on 08th-10th June, 2011 considered the VT report of the institution, reply of the institution dt. 18.05.2011 and other related documents along with the original file of the institution and decided to continue recognition accorded to the institution.

THEREFORE, recognition accorded to Lady Willingdon Institute of Advance Study in Education, Chennai-600005 vide its order dated 04.10.2002 for B.Ed and B.Ed-AI on 13.12.2006 and M.Ed courses 31.12.2004 continue till further orders.

Also order that a copy of this order be published in the Official Gazette.

By order,

(S. S. S. S. S.)
Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054.

To,
The Correspondent
Lady Willingdon Institute of Advance Study in Education
Kamarajar Salai
Chennai - 600005
Tamilnadu

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, In-charge of Secondary Education, Government of Tamilnadu.
3. The Registrar, Tamilnadu Teachers Education University, Kamarajar Salai, Chennai-600005, Tamilnadu.
4. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi - 110002.
5. Office Order file.

Jnana Bharathi Campus, Nagarabhai Circle,
Opp. National Law School, Bangalore - 560 056.
E-mail : src@ncte-india.org Website : <http://www.srcncte.in>

Universities & Colleges

- Colleges Under Section 2(f) & 12(B)
- Autonomous Colleges
- Colleges With Potential for Excellence
- Academic Staff Colleges
- Institutes of National Importance
- Universities (UGC)
- Central Board of Secondary Education (CBSE)
- Basic Scientific Research
- Visiting Committee Reports
- Central Universities
- State Universities List
- Deemed Universities
- Private Universities
- Fake Universities

Colleges under section 2 (f) & 12(B) of the UGC Act 1956

List of Colleges pending to declare under Section 2(f)(5)(b) of the UGC Act 1956 mainly non-completion of documents from the Colleges.

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B)** of UGC Act, 1956 as per approved pattern of assistance under various schemes. The number of colleges included under Section 2(f)(12B) of UGC Act 1956 as on 31.3.2006 is 6014. Out of these, 5442 colleges have been declared eligible to receive central assistance, including UGC grants under Section 12(B)** of UGC Act 1956. Remaining 565 colleges are recognized under Section 2(f) of UGC Act 1956 but not yet declared fit for receiving central assistance as they do not fulfil the conditions laid down for such status.

* The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.

** Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

Colleges Search by State: Grants Released to colleges

Colleges Search by State:

Search

S.No.	College	University	Status
201	Harvard College of Technology/ Chennamangalam, Dist. Coimbatore, Tamil Nadu - 541 006 Tamil Nadu - 541 006		Under Section : 2(f)
202	Ramkrishna Institute of Technology/ Allendur Post Shivan, Dist. Coimbatore, Tamil Nadu - 541 Tamil Nadu - 541		Under Section : 2(f)(12B)
203	L.R.G. Govt. Arts & Science College for Women Thiruvur, Dist. Coimbatore, Tamil Nadu 589 Tamil Nadu - 589		Under Section : 2(f)(12B)
204	Lady Doak College Madurai, Dist. Madurai, Tamil Nadu 625 106 Tamil Nadu - 625 106		Under Section : 2(f)(12B)
205	Lady Willington Institute of Advanced Study in Education Thiruvannamalai, Tamil Nadu - 600 095, Tamil Nadu - 600 006		Under Section : 2(f)(12B)
206	Lakshmi College of Education Chengam, Dist. Chidambaram, Tamil Nadu - 624 303 Tamil Nadu - 624 303		Under Section : 2(f)(12B)
207	Laxmiprasanna College of Arts & Science Neyyoor, Dist. Tiruvallur, Tamil Nadu - 620 602 Tamil Nadu - 620 602		Under Section : 2(f)(12B)
208	Loyola College, Palayamkottai Govt. Arts College Palayam, Dist. Tiruvarur, Tamil Nadu 601 Tamil Nadu - 601		Under Section : 2(f)(12B)



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Phone: 044 - 28447304 Fax: 044 - 28447303 Website: www.tnteu.in

No.TNTEU/R/UGC Auto.Review/CC10206/2012/ 896

Date: 7/5/12

Dr. A. R. VEERAMANI,

M.A. (Econ), M.A. (Pol.Sci), B.L. M Phil, Ph.D.

REGISTRAR

To

The Additional Secretary,
University Grants Commission,
Bahadurshah Zafar Marg,
New Delhi-110 002.

Sir,

Sub: Lady Willingdon Institute of Advanced Study in Education, Kamarajar Salai, Chennai-600 005 – Proposal for Extension of Autonomy for six years from 2012-2013 together with the report of University Review Committee – UGC – Forwarding - Reg.

I forward herewith the proposal received from Lady Willingdon Institute of Advanced Study in Education (Autonomous), Kamarajar Salai, Chennai-600 005, requesting for Extension of Autonomy to Lady Willingdon Institute of Advanced Study in Education (Autonomous), Kamarajar Salai, Chennai-600 005 for six years from 2012-2013 together with the report of University Review Committee for necessary action.

Yours faithfully,

ARV
REGISTRAR

Encl: As above

Copy to: ☒ The Principal,
Lady Willingdon Institute of Advanced Study in Education,
(Autonomous),
Triplicane,
Chennai - 600 005.



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY
(State University - Established under Government of Tamil Nadu Act 33 of 2008)

No.TNTEU/RPh.D. – (New)/2012/975

Date:26.10.2012

Dr. A. R. VEERAMANI,

M.A. (Econ), M.A. (Pol.Sci.), B.L., M.Phil., Ph.D.

Registrar

To

The Principal,
Lady Willingdon Institute of Advanced
Study in Education, (Autonomous)
Triplicane, Chennai – 600 005.

Madam,

Sub: Grant of recognition to Lady Willingdon Institute of Advanced Study in Education (Autonomous), Chennai District (College Code – 10206) to conduct Research leading to Ph.D. Degree - Granted – Orders issued - Regarding.

Ref: Your Application dated 11.05.2011 for recognition of the college to conduct Research leading to Ph.D. degree.

I am, by direction, to inform you that the Syndicate of the University, at its meeting held on 10.10.2012 has considered the request for the grant of recognition of Lady Willingdon Institute of Advanced Study in Education (Autonomous), Triplicane, Chennai – 600 005 to conduct Research leading to Ph.D. Degree based on the report of the Inspection Commission appointed by the University, and resolved as follows:

“Resolved that Lady Willingdon Institute of Advanced Study in Education (Autonomous), Chennai District (College Code – 10206) be recognized as one of the affiliated colleges of education to conduct Research leading to award of Ph.D. Degree (Full-time & Part-time) from the academic year 2012-2013 .”

Accordingly, recognition is granted to “Lady Willingdon Institute of Advanced Study in Education, (Autonomous), Triplicane, Chennai District (College Code No.10206) to conduct Research leading to Ph.D. from the academic year 2012-2013, subject to the conditions prescribed in the Regulations for Ph.D. programme.

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005 - Admin.Off. Phone: 044-28447304, 28447300 Fax: 044-28447303 Website: www.tnfeu.in

The Regulations for Ph.D. programme prescribed by this University as amended from time to time shall be meticulously followed. The College shall always maintain the standards of the research studies and augment the facilities whenever required.

A copy of the said Regulations is also enclosed herewith.

Yours faithfully,


REGISTRAR

- Copy to:
1. The Controller of Examinations,
TNTEU.
 2. Finance Section,
TNTEU.
 3. Eligibility Section,
TNTEU.

LOCATION OF THE COLLEGE

Building of institution under inspection.

S.No	Name of the course	Course with Intake	Built up area separately for each course
1.	B.Ed.	205	18000 sq.ft
2.	M.Ed.	35	2950 sq.ft
3.	M.Phil	4	1000 sq.ft
4.	<u>Supplementary blocks :</u> Home Science block	1	5000 sq.ft
5.	AV block for B.Ed.	1	4500 sq.ft
6.	Higher Education block (for conference)	1	6000 sq.ft
TOTAL			37450 sq.ft

Assistant Executive Engineer (PWD)
Technical Education Sub-Division No. 1,
Chennai-600 025.

Executive Engineer, PWD,
Tech. Edu. Div. Chennai-22,

LAND TITLE CERTIFICATE

Appendix - IC

FROM : C. KANAGARAJAN B.A.,B.L.,
NOTARY PUBLIC ADVOCATE,
5-A, DIRECTORS COLONY,
ANNA MAIN ROAD, KODAMBAKKAM,
CHENNAI-600 024.

TO : THE REGIONAL DIRECTOR
SOUTHERN REGIONAL COMMITTEE
NATIONAL COUNCIL FOR TEACHER EDUCATION
BANGALORE -560 031.

Subject : Land Title Certificate

On the request of THE PRINCIPAL, LADY WILLINGDON INSTITUTE OF
ADVANCED STUDY IN EDUCATION, CHENNAI-5., I have personally examined the
various land Documents / Records pertaining to the following land.

- 1) Address : Lady Willingdon Institute of Advanced Study in
Education, Triplicane, Chennai-600 005.
- 2) Location : Kamarajar Salai, Ice House,
Triplicane, Chennai-5.
- 3) Area /
Measurement : 16 Acres

After careful examination of the documents and satisfying myself, I certify that the
above mentioned land is presently in the Name / Title of LADY WILLINGDON INSTITUTE
OF ADVANCED STUDY IN EDUCATION, CHENNAI-5.

Further, it is clarified that there are no restrictions for construction of Building to be
used for Teacher Education Courses.

TRUE COPY

(ADVOCATE)
Signature

Name :
Place :
Date :



C. KANAGARAJAN B.A.,B.L.
NOTARY PUBLIC ADVOCATE
5-A, DIRECTORS COLONY
ANNA MAIN ROAD
KODAMBAKKAM
CHENNAI-600 024

LAND TITLE CERTIFICATE

Appendix-IC

From:- Legaling Advocate/Legal Counsel
C. KANAGARAJAN, B.A., B.L.,
NOTARY PUBLIC ADVOCATE,
5-A, DIRECTORS COLONY,
ANNA MAIN ROAD, KODAMBAKKAM,
CHENNAI - 600 024.

To:- The Regional Director
SOUTHERN REGIONAL Committee
National Council for Teacher Education
Jaipur/Bhopal/Bhubaneswar/Bangalore - 560 031.

Subject :- Land Title Certificate

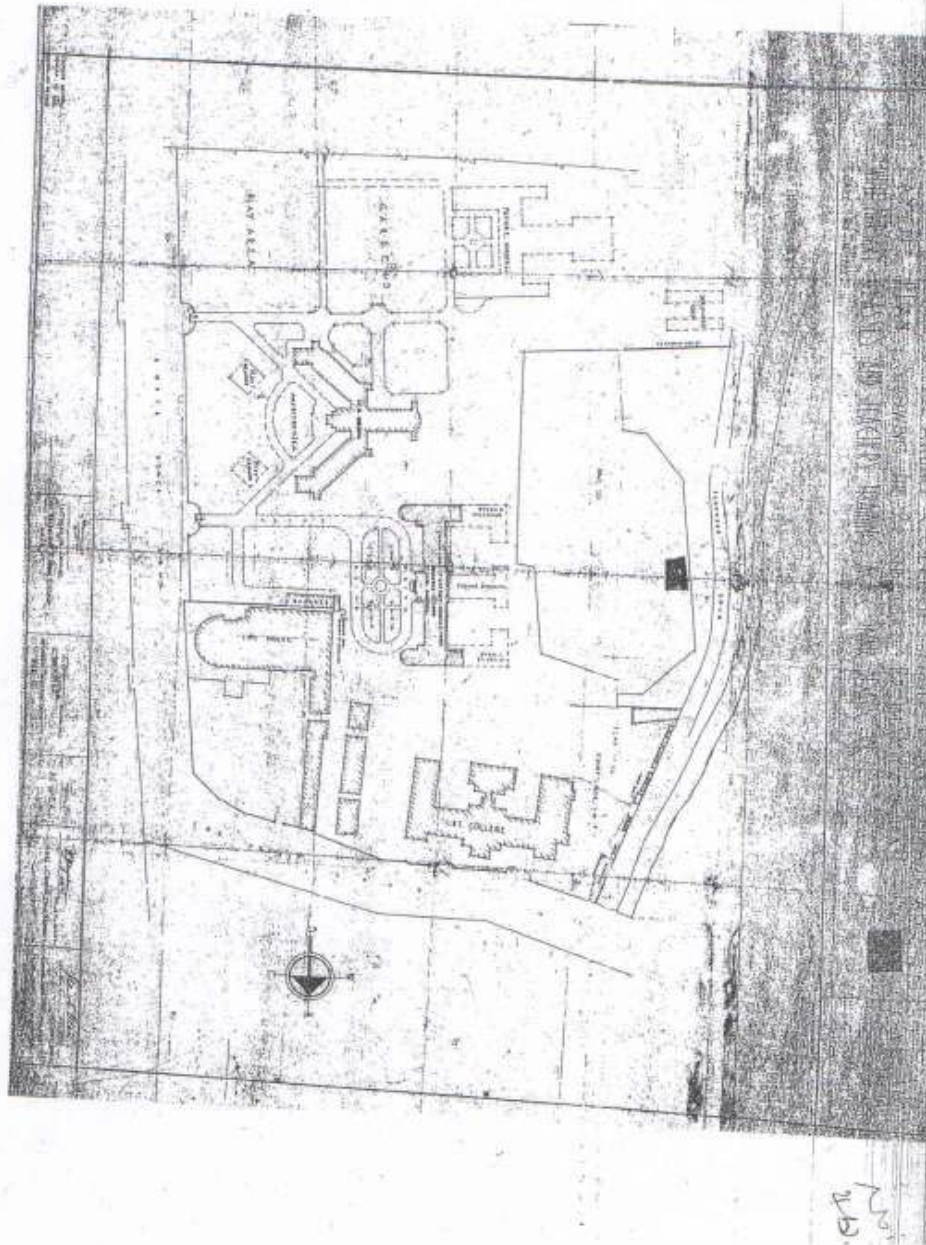
On the request of THE PRINCIPAL, Lady Willingdon I.A.S.E. Chennai
Society/Institute. I have personally examined the various land
documents/Records pertaining to the following land.

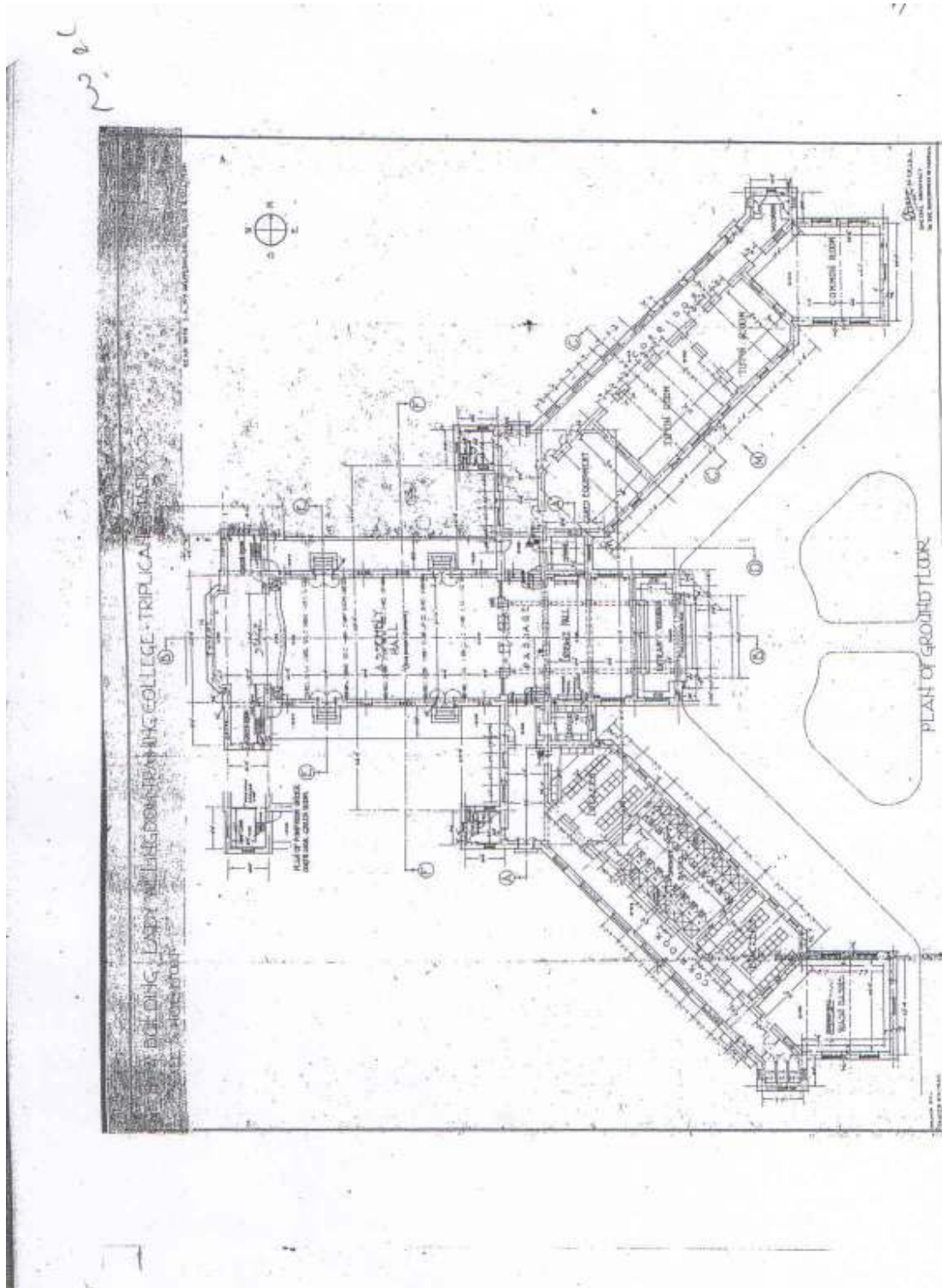
- 1) Address Lady Willingdon Institute of
Advanced Study in Education,
TRIPLICANE, Chennai-600 005
- 2) Location KAMARAJAR SALAI, ICE HOUSE,
TRIPLICANE, CHENNAI - 5.
- 3) Area/
 Measurement:- 16 Acres

After careful examination of the documents and satisfying myself, I certify that the
 mentioned land is presently in the Name/ Title of
LADY WILLINGDON INSTITUTE, Society/Trust/Institution.
ADVANCED STUDY IN EDUCATION, Chennai-5.
 Further, It is clarified that there are no restrictions for construction of Buildings to
 used for Teacher Education Courses.



(ADVOCATE)
 Signature
 Name: C. KANAGARAJAN, B.A., B.L.
 Place: NOTARY PUBLIC ADVOCATE
 Date: 5-A, DIRECTORS COLONY
ANNA MAIN ROAD
KODAMBAKKAM
CHENNAI-600 024





29

NAME OF WORK: CONSTRUCTION OF FIVE CLASS ROOMS AT
LADYWILLINGTON COLLEGE, CHENNAI- 05.

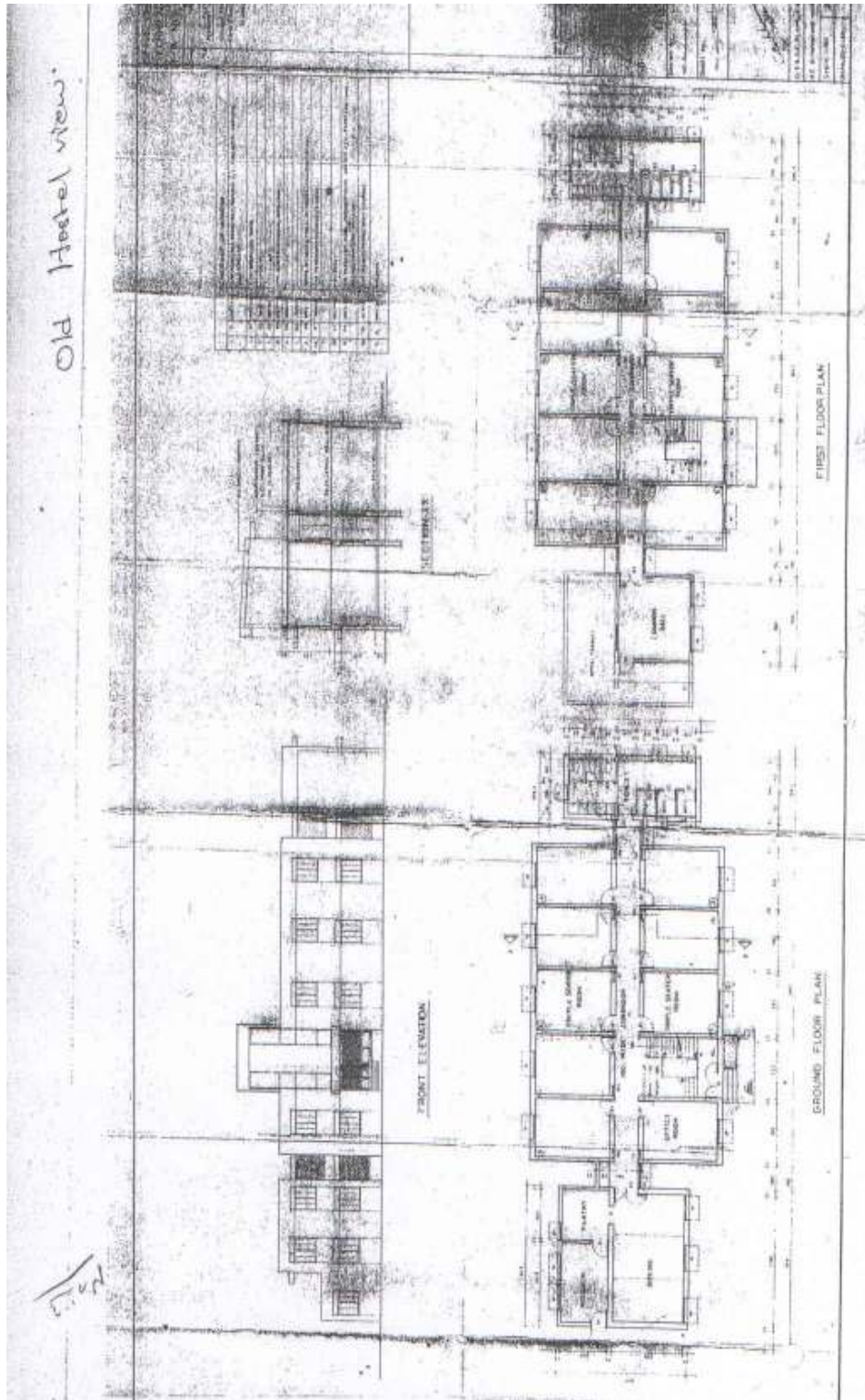
NUMBER OF FLOORS: GROUND & FIRST FLOOR

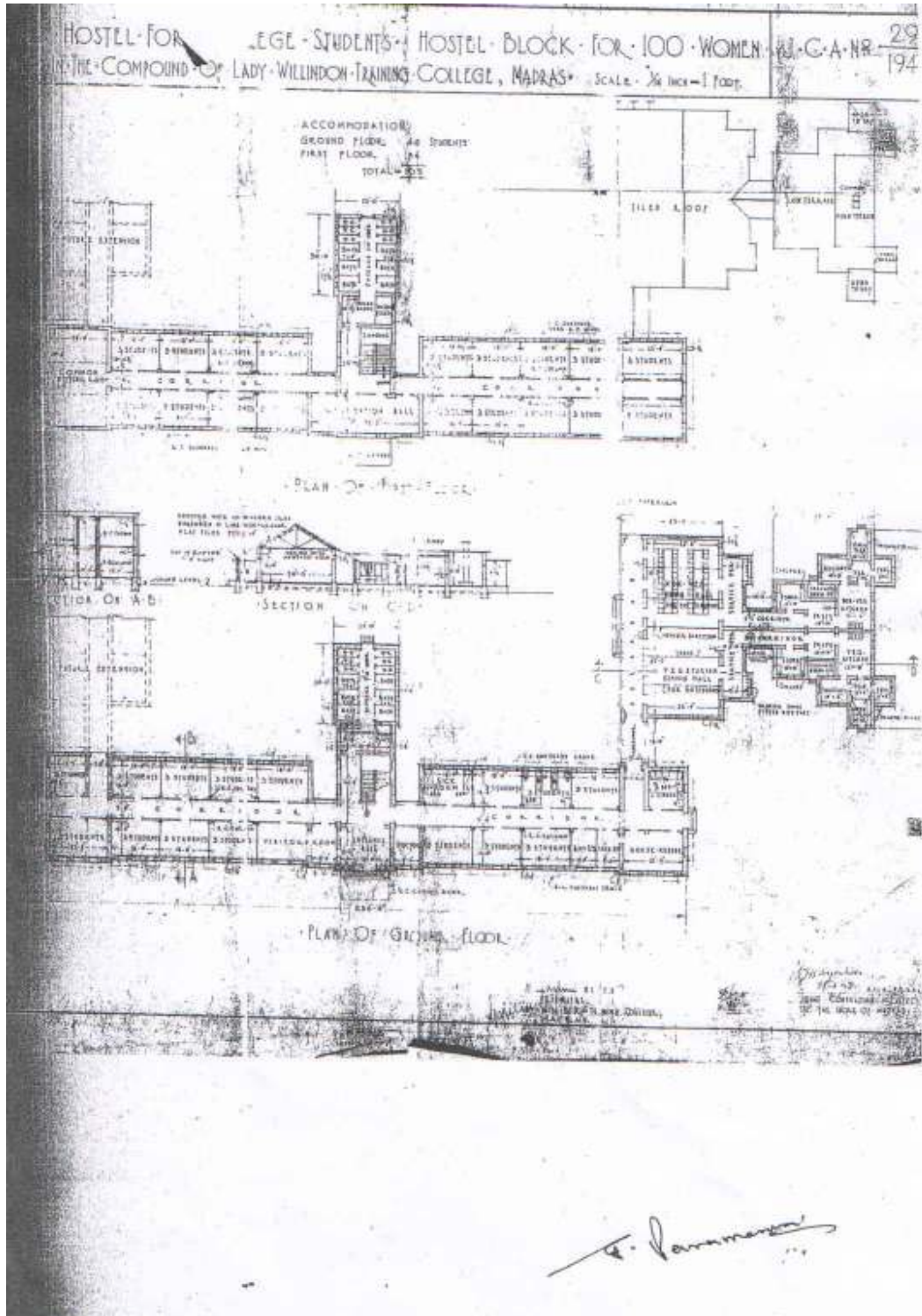

(ASSISTANT ENGINEER)

HANDED OVER


(PRINCIPAL) 29/8/14

TAKEN OVER





PART II

THE EVALUATION REPORT

1. EXECUTIVE SUMMARY

Historical Background of Lady Willingdon IASE

Lady Willingdon Institute of Advanced Study in Education (LWIASSE) is situated on Kamarajar Salai, Triplicane, Chennai – 600 005, just 3kms from the Fort St. George, the head quarters of Government of Tamilnadu. In the year 1922, this Institute of Teacher Training was named ‘Lady Willingdon Training School’ after ‘Lady Willingdon’ wife of Lord Willingdon, The then Governor of Madras Presidency. The pioneer Principal Miss. J.M. Gerrard, had a vision of stately edifice, facing the sea, shaped like ‘W’. Her vision materialized when a Scottish architect, under her guidance designed the present building into which the college moved in 1940. The majestic building in the premises of 16 acres overlook the world famous sprawling Marina Beach beside the Bay of Bengal, which is one of the longest and beautiful beaches of the world indeed. To its north, just a few meters away, lie the Guest House of the University of Madras, the beautiful palatial building of the Presidency College, the P.W.D. building and the famous Madras University; to its south, the Queen Mary’s College, the office of the Director General of Police, the All India Radio Station and the historical Santhome Cathedral Church are situated. It is easily accessible by road and by railways through M.R.T.S.

Growth and Development

In 1922-24 the first batch of 23 women graduate teachers were presented to the Licentiate in teaching examination of the Madras University and they obtained the L.T. Degree.

Initially the college offered two levels of teacher training programmes for women viz.

1. Licentiate in Teaching for graduate
2. Secondary Grade Teacher Training for post-metric students and elementary Grade Teacher Training for those who completed the school course.

In 1941, the B.T. Degree (Bachelor of Training) replaced the L.T. Degree. From the year, B.Ed. Degree replaced 1972-73 B.T. Degree. From 1964-99 Tamil Pandit Course was functional. In 1972, M.Ed. course was started as Evening College course, which was converted into regular course in 1981. In 1991, the Lady Willingdon College of Education was upgraded and renamed as 'Lady Willingdon Institute of Advanced Study in Education'.

From 1998-99 M.Phil. in Education both full time and part time courses were started. In 2000, Lady Willingdon Institute of Advanced Study in Education was the 'FIRST' Government Institution to be accredited at the level of FIVE STARS by National Assessment and Accreditation Council (NAAC).

Lady Willingdon Institute of Advanced Study in Education celebrated its Golden Jubilee, Diamond Jubilee, and Platinum Jubilee in the year 1972, 1983 and 1999 respectively.

The College was granted **Autonomous** status by the UGC on 5.07.2006. The college was accredited B++ level by National Assessment and Accreditation Council (NAAC) in the year 31.03.2007. The College is affiliated to Tamilnadu Teachers Education University from the year 2008.

Conclusion

Our college is marching ahead with missionary zeal enlisting the wholehearted participation of members of our staff in the academic, community and welfare activities with the aim of achieving "Excellence in Education."

2. CRITERION – WISE ANALYSIS

CRITERION - 1

CURRICULAR ASPECTS

1.1 Curriculum Design and Development

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

Vision: To be constructive, creative, and committed teaching personnel with due teaching accountability.

Mission: It is our mission to create in everyone an ideal teacher who is ready for creating good student teachers with commitment with awareness towards good citizenship for regional, national and global peace consciousness and progress.

Objectives

- ❖ To develop creative and innovative thinking in teaching and evaluation.
- ❖ To acquire academic and professional competencies.
- ❖ To equip the students teachers with good communication skills and leadership qualities.
- ❖ To motivate the student teachers with new and latest technologies in the teaching-learning process.
- ❖ To empower the student teachers through professional training i.e. Intellectual, Cultural, Social, Emotional, Physical, Aesthetic, Moral and Spiritual.
- ❖ To create awareness among the teacher trainers about the environmental issues and social problems of the society.
- ❖ To cultivate human values through value education studies.
- ❖ To assist the student teachers to enrich academically through effective training and innovative practices.
- ❖ To empower the student teachers with soft skill training programmes.

The college strives to develop itself into a world-class centre for teacher education with a difference. Our institution offers a wide range of programmes, which helps to develop intellectually competent, morally upright, physically integrated and socially committed teachers for service in the emerging global scenario. The teaching, research and extension activities provided in the college aims to generate a new work culture for improving the educational practice. This college utilizes all the available resources, for experimentation and innovation, which lends a hand in achieving and sustaining excellence in teacher's development.

The college develops and deploys action plan for effective implementation of the curriculum in the following ways:

- ❖ The institution arranges effective orientation programmes for the new entrants to make them familiarize with the learning atmosphere of the college.
- ❖ In-service programmes are arranged for teachers to update their skills to educate the students with effective teaching and help the learner's to follow systematically.
- ❖ The institution incorporates extension programmes and activities such as Youth Red Cross (YRC), Red Ribbon Club (RRC), Science Club (SC), Language Club (LC), etc.
- ❖ The students are taught with latest techniques and modern teaching trends to bring forth innovative Educational practices.
- ❖ To enhance the competency of students, Seminars, Group discussion, Computer Education, and varied activities are organized.
- ❖ The curriculum is framed effectively to cultivate standardized education to the students.
- ❖ The teacher Educators help the students to choose books.
- ❖ Students are encouraged to visit the college library often to develop their knowledge. The richly – stacked college library has more than 15,700 books which includes national, international journals and newspapers. In addition to the books and journals, the syllabus guidelines and question bank are also made available to the students.
- ❖ The computer laboratory has internet connection, which is available throughout the day.

- ❖ ICT facility is extensively used for teaching – learning and evaluation. By using ICT enabled classrooms and the multimedia facility.
- ❖ Every day morning assembly fosters religious values and ideals.
- ❖ Sports / game activities and inter/ intra college sports competitions are conducted.
- ❖ Educational tours are organized to provide practical knowledge.
- ❖ Campus interviews are hosted every year.
- ❖ The faculties are also encouraged to apply for guide ship to the parent university and other universities so the scientific aptitude of research can be strengthened.
- ❖ Our teachers attend orientation programmes and refresher courses (UGC) held at various universities to facilitate a productive interaction (Refer staff profile).

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 Board of studies of our college has a university nominee and two subject experts from other government colleges. Based on their suggestion, the curriculum is designed by the department. In each subject, the syllabus is revised every year keeping the current needs in mind. Content analysis is done periodically. The revised syllabus is presented in the Academic Council meeting, which comprises of professionals from other fields, academicians of other disciplines, advocates and experts from industries and the corporate sectors. At the time of the Academic Council meeting, suggestions are taken into consideration while restructuring the syllabus.

The curriculum for B.Ed., M.Ed, and M.Phil.(Education) programme are revised once in three years and necessary modifications are done every year based on the current trends and need in the field of education.

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

The present curriculum design is suitable for meeting the overall development of the student teachers. In addition to this, the institution aims at developing global competencies in future teachers through varied activities.

The following are the provisions in the institution with respect to scholastic and co – scholastic activities.

- ❖ Technical skills development (computer skills development programmes like Internet browsing, Power Point presentation, E- Mail usage, Website design etc).
- ❖ Teaching skills (Micro, Macro teaching, and practice classes).
- ❖ Spell out the issues and trends in the global perspective in the curriculum through the paper, “*Education in the International Context*” at the M.Ed level.
- ❖ Training in the use of SMART boards and adapting them in the area of technology.
- ❖ Organizing of inter- collegiate debate.
- ❖ Participated and won prizes in the zonal, district and state level athletic meet conducted by the parent university.
- ❖ Organization of campus interviews for the students for their placement.

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

- ❖ Environmental Education is offered as an elective paper in the B.Ed. curriculum focusing on developing interest in saving the planet earth and also acquiring knowledge about the various problems that society faces on environment over the topic ‘*living in harmony with earth*’ was conducted.
- ❖ Value Education is offered as an elective in the B.Ed curriculum.
- ❖ The student teachers practiced humanitarian values and social responsibility at special schools for the visually / mentally challenged in Chennai, the details of which are appended in (Appendix-1.1.4)
- ❖ The Monday morning assembly brings together the Principal, Faculty members and students to share on thoughts related to moral and social values.

- ❖ In the present scenario, Computer Education is an important segment within the educational system. This institution offers Computer Education as an optional paper.
- ❖ For the B.Ed., students separate class has been allotted to acquire basic computer skill, to browse the internet and further to develop computer savvy and literacy.
- ❖ M.Ed., M.Phil., and Ph.D. research scholar in education are trained to utilize the available e- resources. The students of the M.Ed. and M.Phil courses are given training to use SPSS package to explicate their research findings.

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

Yes. The institution makes use of ICT for curricular planning in the following ways:

- ❖ Computer Education is offered in the B.Ed curriculum.
- ❖ e- books, e – journals are utilized by the faculty members to modify and refine the existing curriculum.
- ❖ The Teacher Education syllabuses followed in other colleges from other states are referred through Net-Surfing.
- ❖ The institution provides Information and Communication Technology (ICT) classrooms equipped with LCD and interactive white – board.
- ❖ The college has a Language Laboratory and Computer laboratory to improve the communication skills of the students.
- ❖ The college provides computer to all the staff members, who utilize them to promote student teachers intellectual commitment, through reforms in the curriculum arena.
- ❖ The members of the faculty actively participated in the curriculum development process of the B.Ed., M.Ed., and M.Phil. programmes by referring to the different websites, blogs, etc.,

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?

Teaching skills are taught through micro-teaching and macro teaching. Student teachers are exposed to demonstration classes in their optional subjects. Experts are also invited to deliver lectures, which provide an opportunity for the student teachers

to imbibe the good reflective models witnessed. They analyze their Strength, Weaknesses, Opportunities, and Threats (SWOT). This enables them to introspect their teaching and improve their teaching competence by also consulting their mentors in the school and the teachers in the college as they meet for this purpose every week during weekends.

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?

- ❖ There is flexibility in the choice of elective subjects and add- on- courses.
- ❖ Student teachers participated in various workshop and competitions providing them knowledge about educational trends in the modern era.
- ❖ Field trips Arranged, demonstration classes to learn the subjects lively.
- ❖ Participation of student teachers in different co- curricular and extracurricular activities is organized by institution and other institution.

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

- ❖ The College offers various value added courses (Life Skill Education, Functional English).
- ❖ Computer Education Programme is included in curriculum.
- ❖ The importance of incorporating the Education with a culture of peace was significant in the teacher-training programme and an elective paper on “*Peace Education*” has been introduced in B.Ed curriculum.
- ❖ To develop a concern for children with special needs in the society, an elective paper on “*Special Education*” has been provided.
- ❖ The elective paper on “*Environmental Education*” was introduced in the B.Ed curriculum.
- ❖ “*Guidance and Counseling*” and “*Teacher Education*” are the papers that form the M.Ed curriculum apart from the core Papers.

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).

I. Interdisciplinary/Multidisciplinary

- ❖ Student teachers are exposed to methods of teaching all the school subjects through the core course “Methods of Teaching and Learning” which is multidisciplinary in nature.
- ❖ They practice new methods as practical component.

ii. Multi-skill Development

Multi – skill development is achieved through the following activities;

- ❖ Micro teaching sessions offered in the college contribute to the development of the multi – skills in the student teachers.
- ❖ With the help of the language laboratory, the student teachers get opportunities to ameliorate communication skills.
- ❖ Training is provided to the student teachers in the preparation of improvised teaching aids and models.
- ❖ Multi – Skills development is achieved through practicing various skills during teaching like introducing a topic, explanation, use of black – board, questioning, stimulus variation, reinforcement, etc. in normal classroom set up.
- ❖ Add - on - courses namely Life Skills Education, Communicative English are offered for student teachers as capacity building exercise.
- ❖ Sports day is celebrated to bring out the innate sporting potentialities of the student teachers.
- ❖ Annual citizenship training camp inter – woven in the curricular is conducted every year for the wholesome personality development of the student teachers.

- ❖ Celebrating important National and International days like Women's day
World Environment day, etc.

iii. Inclusive Education

- ❖ The institution extends all support for the instruction of differently abled students. Special computer software is made available for the visually impaired students to facilitate learning.
- ❖ The college offers an elective paper in Special Education to make the students aware of the prevailing problems in the rehabilitation of special children.

iv. Practice Teaching

Student teachers go for practice teaching for forty days to different schools. The skills involved in the art of teaching are initially exposed to the student teachers. Teachers are non-participatory observers when the student teachers are trained in specializing the different skills of Micro Teaching with the peer team. They are then exposed to the Link Lesson, which is a combination of a few skills. Thus, they prepare for practice teaching in schools

v. School experience / internship

During the internship, student teachers get themselves involved in the activities like teaching, writing Lesson Plan, constructing and administering achievement test, undertaking individual and institutional case studies, action research, organizing various Co-curricular and Extra-curricular activities etc. with the help of guide teachers.

vi. Work experience /SUPW (Socially useful productive work)

SUPW sessions are organized once in a week. The student teachers are given hands - on training in the preparation of the products, wealth out of waste, flower making, fashion jewellery making, handicrafts, preparation of talcum powder, washing powder, tooth powder, fresh juices, paper mash products, paper files, folders, office files, envelopes etc. the knowledge helps our students to train the school student teachers in making various products.

vii. Other

Various programmes are held at the college to create awareness on AIDS, First Aid etc. among the student teachers.

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?

Some of the sources of feedback are:

- ❖ **Students:** Curriculum feedback is obtained from the students at the end of their course. The feedback is considered during syllabus modification / revision.
- ❖ **Alumni:** The Alumni act as rich sources of updating the curriculum. The alumni who are also employers and experienced teachers employed in the different schools give their feedback on the current curriculum in practice and mostly on the practical and effective component of feedback for Teacher Education Programme.
- ❖ **Academic peers:** The Academic Council meet provides an opportunity to elicit the feedback from the experts. Faculty members of the college interact with faculty members of other institutions to update on curricular developments.
- ❖ **Parents:** A healthy interaction with the parents is facilitated and encouraged. The meetings of the parent teachers association (PTA) held on the year 2010, 2011, 2012, 2013, and 2014. Their suggestions on academic engagements were well taken into action.
- ❖ **Other stake holders:** Tamil Nadu Teachers Education University (TNTEU) and National council for Teachers Education (NCTE) are the other stake holders,

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.

- ❖ Suggestions recorded in the minutes of Governing Body, Board of Studies and Academic Council meetings are incorporated into the curriculum.
- ❖ Feedback obtained from various sources is placed before the Internal Quality Assurance Cell (IQAC) and recommendations are carried out.

- ❖ In the PTA meetings, the parents give feedback and suggestions regarding the academic activities, which are noted for considered for discussion.
- ❖ The college gets feedback from the Alumni, which offer valuable suggestions.

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

- ❖ Since the college of education is a single faculty department, every teacher educator the college is a member of BOS and Academic Council.
- ❖ Every Teacher Educator has the liberty to revamp the curriculum in the respective discipline.

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).

- ❖ B.Ed, M.Ed, and M.Phil curriculum is updated every year.
- ❖ The practical aspects were included for every unit in each course of the B.Ed and M.Ed programme.
- ❖ All the subjects in the B.Ed curriculum have equal number of units with due weightage.

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

- ❖ Curriculum revision is based on student's feedback at the end of the course.
- ❖ Periodic feedback on the activities as it approaches completion.
- ❖ Students of the institution attend the interviews in various schools even during the end of the course and this gives an effective feedback of the curriculum followed by the institution.

1.5 Best Practices in curricular Aspects

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

- ❖ The members of the faculty participated in a number of refresher and orientation programmes to adopt the best practices in teaching and for quality enhancement.
- ❖ A Common Teaching Assessment Scale (CTAS) was prepared and is administered to assess the various components in the teaching competency of every student.
- ❖ Importance is given to Peace and Value Education since they are the future who should shape the destiny of the nation in the classroom.
- ❖ Student teachers are insisted to imbibe and practice discipline, punctuality, introspection, regulating and human errors.

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

Group discussion, Power-point presentation, Debate, Quiz, hand – on training in the Language Laboratory, Web- based assignments by the students are a few innovative techniques practiced.

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

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

- ❖ In order to develop the domain of practical environment, one period per week is allotted for practical sessions in the optional subjects of study.
- ❖ To provide a more meaningful and reflective practice in teaching skills has been introduced every week, during the teaching practice session.

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

- ❖ The major syllabus revision for B.Ed, M.Ed, and M.Phil courses including unit wise workload, suggested practical's, and recent references.
- ❖ The modifications of the syllabus of various courses have been done, keeping in mind the changing needs in the field of education.

CRITERION – II

TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Admission Process:

- ❖ The college conducts the following courses

- (1) B.Ed.,
- (2) M.Ed.,
- (3) M.Phil., and
- (4) Ph.D.

The detailed admission policies and process for the courses are as follows:

- ❖ The Department of Higher Education, Government of Tamil Nadu has assigned Lady Willingdon Institute of Advanced Study in Education to conduct admission for B. Ed. through Single Window Counseling (SWC) for the past 7 Years. The Principal of the college is designated as the Nodal officer / Secretary of the single window counseling. Admission for 13 optional subjects for 2145 seats in the 7 Government colleges of Education and 14 Government Aided colleges is done through single window counseling.
- ❖ The rules and regulations are formulated by Secretary B.Ed. admission and the members of the sub-committee, comprised of principals from the other Government colleges, Government aided colleges of Education, and it includes a technical expert.
- ❖ The applications are processed and ranked. The cut off marks are hosted in the college and Directorate of collegiate Education Web site (www.ladywillingdoniase.com & www.tndce.in) the members of staff of this college and other colleges scrutinize the certificates and students are allotted seats against their rank order. This mammoth task is carried out very systematically according to the norms given by the Government.

Following criteria adopted for counseling

- ❖ The candidates should have passed the U.G. Degree Examination in the 10+2+3 stream, with the same main subject in Part III, for which she is seeking admission to the B.Ed., course.
- ❖ Candidates with the following marks in the Bachelor's Degree are eligible for admission to the course.

S.No	Community /Category	Eligible Marks for Admission
1.	OC	50%
2.	BC	45%
4.	MBC/DNC	43%
5.	SC/ SCA &ST	40%

- ❖ In the case of physically and visually challenged candidates, minimum pass in the degree is enough.
- ❖ Candidates with PG qualification alone will be considered for admission to Economics, Commerce and Home Science as Optional subjects.

M.Ed Course

A candidate shall be admitted to the M.Ed., course provided she has passed the Bachelor's Degree Examination in Education /Teaching (B.Ed.) of this University or any other University recognized by the Syndicate as equivalent thereto. The course of study shall be for the duration of one academic year consisting of 180 working days with two semesters of 90 days each. Reservation policy is followed for M.Ed. admission.

M.Phil.,course

A candidate shall be admitted to the M.Phil. course (full time and part time) provided she has passed the Master's Degree in Education of this University or of any other University recognized by the Syndicate as equivalent thereto.

- ❖ The minimum marks for admission to Full-Time M.Phil. Degree course is 50% for the candidates who have qualified for the Master's Degree prior to 01.01.1991 and 55% for the candidates who have qualified for the Master's Degree on or after 01.01.1991. For candidates belonging to SC/ST Community Physically and Visually challenged candidates, who have qualified for a Master's

Degree on or after 01.01.1991, a concession of 5% of marks is given in the minimum eligibility marks prescribed.

- ❖ The admission is made on the basis of the marks obtained by the candidates in the qualifying examination and the marks scored in the Entrance Test which may be conducted on the following guide lines:-
 - a. The Entrance Test is held after the publication of the M.Ed results.
 - b. It is conducted for a maximum of 100 marks.
 - c. The Entrance Test mark is converted to 50 marks and the qualifying examination (M.Ed) marks is converted to 50 marks. The total percentage of marks obtained by the candidate (Entrance + M.Ed., marks) is considered for ranking and the Rank list is prepared accordingly.
- ❖ All candidates should have studied in the 10+2+3 or 11+1+3 pattern before completing the B.Ed., course. Candidates who have passed the PG degree examination with less than 17 years of total duration of the course are not eligible for admission to M.Phil degree course.
- ❖ The admission is made purely on merit, subjected to reservation rules of the Government of Tamil Nadu (i.e) 31% for General Turn, 30% for BC (BC+BCM), 20% for MBC/DNC, 18% for SC & SC (A) and 1% for ST. with 3% for the Disabled candidates. Candidates belonging to other states shall be considered under General Turn.
- ❖ The admission to Ph.D. (full-time and part-time) programme for the sanctioned seats is done by the affiliating / parent University is filled twice a year considering the available seats with the help of admission committee. The doctoral research guidelines, norms and regulations of the parent university and the Government of TamilNadu are strictly adhered in the selection of candidates. The systematic procedure comprising of entrance test, interview, verification of eligibility criteria for admission such as educational qualification, teaching experience (if any), community, etc., Efforts are taken to ensure complete transparency throughout the admission process for B.Ed., M.Ed., M.Phil. (Full-time and part-time) and Ph.D. (full-time and part-time) courses.

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?

B.Ed.,

B.Ed. admissions are also centralized (100%) and governed by State Government of Tamilnadu through Directorate of Higher Education, TN State (B.Ed. Admission – SWC). In the month of June/July of every year the advertisement for B.Ed. admission is published by the above authority in local as well as state level newspapers.

M.Ed.,

- ❖ After the declaration of B.Ed. result by Tamilnadu Teachers Education University & other Universities, the advertisement for M.Ed. admission is published by the institution.
- ❖ The admission are totally governed by our college

M.Phil.,

- ❖ Generally in the month of June/July, the advertisement for M.Phil.is published by Institution.
- ❖ The admissions are totally governed by our college

Ph.D.

- ❖ Generally, in the month of June and October, an advertisement for Ph.D., Entrance Test is published by the TNTEU as per the norms laid down by UGC in the local as well as state level newspapers and on University website.
- ❖ The admissions are governed by our college till June 2014 and thereafter by TNTEU
- ❖ This college is the recognized research centre affiliated to TNTEU. TNTEU conducts a common entrance and interviews for Ph.D. Admission

Prospectus

Prospectus for admission is given along with the application form. **(Appendix 2.1.2)** It includes the following information

Selection & Admission procedure under SWC system

- ❖ Allocation of seats in Education Colleges
- ❖ Method of Applying
- ❖ Last Date for submitting application
- ❖ Selection and Counseling procedure

- ❖ Rank Listing
- ❖ Important Instructions
- ❖ Documents and Certificates to be produced during counseling etc.,
- ❖ Sending SMS to selected candidates based on their subject
- ❖ Transparency system followed

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 strictly observes SWC and the candidates are admitted for B.Ed. through ranking and reservation system

- ❖ The filled in application received and registered date wise.
- ❖ The data of every applicant is feed in the computer, major (department) wise based on the stipulated criteria by the University / Government.
- ❖ The applicants' data are arranged in the rank order.
- ❖ Then selection is made department wise based on merit, following the stipulated criteria.
- ❖ Being a single faculty department, every staff member is responsible for admission of students for the respective optional subject.

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 reservation policy as recommended by the Government of TamilNadu is strictly adhered for B.Ed., M.Ed., M.Phil and Ph.D. admission. Five seats are allotted to visually challenged students and 3% seats are allotted to differently abled students.

Fees- structure is fixed as per the Government norms. No capitation fee or additional fee is levied from the students. Socially backward students are provided with financial assistance by the Government in form of Scholarships. Active agenda of the college on gender sensitization and special care and coaching for the educationally weak students are helpful in retaining the diverse student population admitted to the institution.

(Appendix 2.1.4)

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 encourages bridge courses to remove the fear and shyness of the students and encourages oneness among the students. The students are motivated in the right track. The matters highlighted in the orientation programme are as follows:

- ❖ Vision and mission of the institution and the Departments
- ❖ Core values and ethos of the college
- ❖ Code of conduct
- ❖ Attendance requirements
- ❖ Leave procedures
- ❖ Day-order system
- ❖ Curriculum structures
- ❖ Evaluation pattern
- ❖ Student support services
- ❖ Fee payment regulations

The special needs of Physically Visually challenged students and weaker sections of the society (Women, destitute, tribal students) are identified through an informal discussion with them at the time of admission. The problem associated with the student teachers from the rural background, particularly lack of fluency in communicative English and other issues are identified for providing suitable remedial measures during their courses of study. Hence at the time of admission, entry level behavior of the student teachers is informally assessed by the staff of our college by interacting with them. All student teachers are given an opportunity to present a brief introduction about themselves on the day of commencement in such a way to indicate their strengths and weakness so as to plan various activities by the concerned staff to accelerate their inert potentials, skills and talents in the right direction.

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?

- ❖ The core courses are common to all the student teachers who join the program.

- ❖ Student teachers are divided in to four groups (Manageable size) for the core courses.
- ❖ Student teachers are free to present their answers in English or Tamil though the medium of instruction is Tamil.
- ❖ A Good library is available in which the students can have open access.
- ❖ A variety of methods are being followed by every teacher educator in the different subjects, which shall enhance involvement and participation of the students.
- ❖ Individual assignment is given to the students.
- ❖ Suitable practical component is included in all the courses in the different programme.
- ❖ Unit wise practical component is also included in the syllabus.
- ❖ During internship, the gradual improvement is observed in their ability in teaching and it is monitored.
- ❖ Reflective log and concept mapping is introduced and encouraged for every lesson plan for each student teacher which is exclusively individual and independent work based on her own experiences with their group of students during internship.
- ❖ Open access system, Book bank facility, Reprographic facility and INFLIBNET N-LIST e-resources in the digitized library, web-based materials and Power-point presentations in the computer laboratory, development of English language fluency through language laboratory.

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

- ❖ In the B.Ed. programme, there are three core courses and two optional courses to be completed for the I semester and II semester respectively. In addition there is a course in the second semester which is an elective and the student teachers have to select one out of the four elective courses.
- ❖ The PG students have to study the methodology of teaching their subject as option I and option II. UG graduates in Science and Arts have to study optional I as their methodology of teaching as their subject and option II as either Tamil or English.
- ❖ To meet out such requirement, the college provides with the choice from nine varied school subjects to train then student teachers in the respective

methodology. Of these, eight are the secondary/ Higher Secondary level courses and one is purely Higher Secondary level special courses.

- ❖ According to, whether the students are a graduate /Post graduate they qualify as secondary level/ higher secondary level teachers.
- ❖ Apart from these the individual difference is taken care of by providing the choice of language in writing the theory subjects /teaching the subjects during internship.
- ❖ Also based on the availability and the individual competency to communicate, the standard/school for internship is allocated.
- ❖ The institution has a well stacked and maintained library.
- ❖ Technically functional laboratories are available in –English ,Tamil, Mathematics, Physical Science and Bio-Science departments.
- ❖ Spacious campus with good infrastructural facilities.
- ❖ Good residential facility is provided to the hostel students.
- ❖ A spacious ground facilities to accommodate sports activities.
- ❖ Audio visual Lab, Psychology Lab, Language Laboratory and Computer Science lab.
- ❖ Individual based assignments and remedial teaching is provided for slow learners.

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?

- ❖ The various methods are used by the teacher educators.
- ❖ Writing assignments referring to reference books, internet and journals.
- ❖ Assigning students activity based on internet information.
- ❖ Preparing innovative & creative models.
- ❖ ICT, Power-point and Animations are used in Teaching.
- ❖ Organizing competitions on creative writing to encourage students to write original articles for publication.
- ❖ Beginning the session by brain storming and giving surprise tests – solving puzzle, riddles –sharing some piece of current information.
- ❖ Carrying out individual /group projects.

- ❖ Encouraging students to participate in intra and inter collegiate competition.
- ❖ Conducting Quiz, observation games, doing practical work, predicting the outcomes, applying the experiments results in classroom situation / teaching – learning process.
- ❖ Internship for six weeks is a basic requirement of the course –towards which student teachers plan –prepare –execute and evaluate their lessons. Use of concept map and reflective log is encouraged and monitored by teacher educators.
- ❖ Carrying out action research project and case study is mandatory.

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

The college ensures that its faculty is Knowledgeable and sensitive to cater to diverse student needs with following policies :-

- ❖ All teachers in the college are appointed according to the rules and regulations of UGC, NCTE, Govt. of TamilNadu and TNTEU University Guidelines.
(Appendix 2.2.4)
- ❖ Qualified teacher educators are appointed by the Government.
- ❖ Teacher educators are encouraged to undertake research projects, attend seminars, conferences, orientation and Refresher courses.
- ❖ Training programmes are conducted for the faculty members whenever needed.
- ❖ Teacher educators are motivated library reference to update their knowledge through library reference, internet facilities and are encouraged to use the journals in the library.

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?

Wherever increasing and dynamic needs of the school's student in mind, the teacher educators train the students to shoulder the responsibility of diversity and inclusion. Awareness of the diverse learner-needs is a vital factor in the teaching learning process.

This is achieved through:

- ❖ Micro teaching, practice teaching sessions to develop knowledge and communication skills.
- ❖ Students are expected and motivated to participate in various seminars, paper presentations, conferences, workshops conducted by this and other colleges. In this way, students can develop their knowledge and participatory skills.
- ❖ Counseling is given to students to identify and treat psychological factors that obstruct their learning process. Such counselling makes them aware to use inclusive teaching techniques in future
- ❖ New and innovative teaching methodologies are used in complement to meet the need of diversity in teaching.
- ❖ Subject practical's enhance teaching and related skills.

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.)

“Active learning” methodology makes all the learners participate in learning process. Thus students actively take part in reading, writing, preparing for speaking, teaching, sharing questioning etc. individually as well as in groups. The students are expected not only to do something but also to think rationally about what they are doing. The college gives to its student's individual projects on classroom – related problems. During the teaching of micro- teaching, the teachers explain the simulation technique. The teachers also use and demonstrate techniques like gardening, activity based learning, group discussion, team – teaching, brainstorming, and co- operative learning methods in the classroom in the class rooms. The teachers also use and demonstrate how to use teaching aids like LCD projector, internet and computer, OHP, interactive SMART boards etc.

A. Active learning in B.Ed. Course:

Because of such guidance from their teachers, the students are engaged in active learning in following ways:-

Library: In preparation for their studies and practice lessons, the students are encouraged to use the library resources. The college expects each student to spend at least 50 hours in library per academic year. The students are monitored and guided to find references from Encyclopedias, Internet, standard reference books etc. available there and then to prepare their study – notes. The use of library also encourages the habit of self – study.

Websites: The College has developed its own website. All information regarding physical and infrastructural facilities, faculty member details, vision, mission and objectives, courses details etc. are made available on the website.

Focus Group: The tutorial groups (14-15 students each) of students under a teacher for each group also function as the focus group where the teacher checks on the work done, assigns further task, and evaluates the progress regularly.

Individual Project: In the B.Ed. curriculum there are many practical works, which are completed by the students individually (e.g. visit to school, psychological experiment, case study, active research, various activities of internship etc.). All the students complete their practical works individually.

Peer Teaching: For the effective development of teaching skills, the college makes planning of micro-teaching programme in the beginning of academic year. In this programme various skills like- Set Induction, Demonstration, use Black Board etc. are taught to the students and students take lessons on above skills and also observe other students lessons and also expert teacher's lessons.

Role Playing: In the B.Ed. curriculum students have to write lesson plan for the units allotted by the practice teaching schools. These lessons are planned by the students on different bases such as team teaching, value education, model of teaching etc. In model teaching method, the school students are actively participated in Role Playing.

Practicum: Under practicum, each student has to complete the course- related practical's (including ICT practical, Psychology, Audio-Visual, social service and

other extracurricular activities etc) which gives the student teachers the experience and help them to transfer what they have learnt into real classroom situation.

B. Active Learning at M.Ed. Course

The M.Ed. course has the semester pattern. They have to undertake many participatory learning activities. Some of this are -

Library : In the library, college made available a wide range reference books and internet. The students search of necessary and relevant references through use of library and internet. The students are given topics for assignment in the Five theory core courses. They write their assignment by referring to rich source available in the library.

Website : Information regarding five theory core courses and optional courses in both semesters is available on college website. The subject teachers use website to search related information for effective teaching. Teachers and students give link to specific topic and also additional information.

Classroom and Group discussion : Classroom / Group Discussion with the teachers and among themselves about the particular topics of the courses is done to clear their doubts. All students actively participate in classroom and group discussion and develop their knowledge and skills.

Organization of and Presentations in Seminars : In the M.Ed. Curriculum, various seminars are included like contemporary issues, seminar on research proposals , review of literature, modern research methodology, tool presentation, open courses, internship etc. Organization of such seminar and paper presentation helps the students to select their project, dissertation topics. In addition, they take guidance of teachers to be engaged in active learning.

Through Skill Development : The College has included two certificate courses in M.Ed. curriculum. These skills are “**Functional Communicative Skill**” and “**Life coping skills**”. The college conducts these open courses for five days continuously. By these open courses, students get the knowledge of particular skills. The students are engaged in active learning through skill development.

Through Dialogues and Discussion: The students are divided in 4 groups (9 students in each group). Each group also has a group leader who leads and conducts group discussion on the topic learned in the class. After the discussion each group leader prepares a report on behalf of her group and submits it to the teacher and makes a presentation. Such use of dialogue, discussion and report-writing implies and encourages active learning among the students.

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

The college is always committed to student-centered programmes and activities. Our student teachers always take active participation in these programme and activities for the self-management of knowledge and skill development. The details of participatory learning activities adopted by the college are as follows;

B.Ed., course

Self- Management of Knowledge

- ❖ The Cultural and Extra-curricular activities made available by the college help to develop various interests and potentialities of the students. In addition to this, the college also organizes activities like various Sports, Competitions, college committees, Physical exercise, visits, social service camps, community service etc.
- ❖ Co-operative learning method gives the students enough scope to understand and learn from their peers at the time of their tutorials and study circle activities.
- ❖ Paper presentation, Power-point presentation and participation in classroom and college workshops, seminars etc. help the students “Learning by Doing.”

Skill development

- ❖ Micro Teaching it helps students to develop various teaching skills like Explanation, Introduction, Demonstration, Black-board writing etc.
- ❖ Discussions and Demonstrations after a theory lecture or a laboratory practical help the students to develop interactive skills, problem-solving skills etc.

M.Ed., Course

The M.Ed. course students have to earn their credits by using their own learning capacity. Therefore, their learning is interactive, participative as well as student-centered. They have to undertake many participatory learning activities, some of which are –

Self- Management of Knowledge

- ❖ Use of Library and Internet for the necessary and relevant references.
- ❖ Completion of various assignments given under each core or optional course.
- ❖ Practical for each core and optional course.

Skill development

- ❖ Four lessons using advanced technology for the optional courses.
- ❖ Organization of paper presentation in the class-rooms seminars for offered subjects.
- ❖ Classroom group discussions with the teachers and among themselves about a particular topic from the courses.

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.

To ensure effective learning of the students, the faculty members first considers individual differences among them and then uses different approaches, teaching methods and models for effective learning. Some of such approaches are as follows;

- ❖ Use of Power-point presentation, OH Projector, Educational CDs
- ❖ Class room seminars/ workshops
- ❖ Teaching models like Concept Attainment Model
- ❖ Collaborative learning.

These approaches are also complemented by using various curricular and co-curricular activities like role-playing and simulations, individual and team projects, interactive lectures and presentations etc.

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

- ❖ Qualified teacher educators are appointed by the Government.
- ❖ Teacher educators are encouraged to undertake research projects, attend Seminars, Conferences, Orientation and Refresher courses.
- ❖ Training programme are conducted for the faculty members periodically.
- ❖ Workshops and in-service programme are compulsory for Teacher Educators.
- ❖ Encouraging them to update their knowledge through references, providing internet facilities, encouraging them to use the journals in the library.
- ❖ Encouraging them to do projects financial assistance given by the UGC for research projects.
- ❖ Encouraging them to be resource persons, chairperson & helping students to part take in intercollegiate competitions & intra level competitions
- ❖ Attending refresher & orientation courses to update their skill-set.
- ❖ Ability to command respect, appreciation & recognition from students by being a competent teacher.

2.3.5. 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 participatory activities in built in the programme for different courses of B.Ed. enable the students to gain enriched and varied experience.

- ❖ In the core and special subject courses different methodologies are used by teacher educators.
- ❖ Involvement of students during teaching learning by elicitation and questioning.
- ❖ Individual assignments, seminars help the students for self management of knowledge and skill development.
- ❖ Team work, group activities, group presentation help the students to co- operate and coordinate with each other which results in better understanding and builds team spirit. It results in healthy competition among students.
- ❖ Conduct of academic related competition among departments (during College Day Cultural Celebration) Quiz competition conducted by each Department.

- ❖ Development of skills innovative thinking, creativity and application of knowledge attained, is enhanced by encouraging the students to take part in the department wise intercollegiate Talents' Day competitions organized by the college.
- ❖ Micro Teaching, internship in schools, preparation of lesson plans, albums, reflective log, concept mapping, preparation of models and teaching aids for each lesson of their teaching during internship, case study record, Psychology experiments, Audio-Video Lesson and every component towards practical work – all involve the student teachers individually and is centred on their participation and individualized involvement.

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 teaching practice is the core of teachers' training course, so in the B.Ed. Curriculum the development of teaching skills in students is very important. It gives focus on conducting excellent and quality microteaching. The college has a separate Department for the proper education of practice lesson. Every student has to take 15 lesson plans for each optional subject. The procedure adopted for practice teaching comes under five major steps such as Introduction, Presentation, Recapitulation, Application, Home work. The college takes permission from the school concerned along with necessary information such as its time-table, working days, holidays, subject teachers, etc. for planning the practice lesson schedule.

Contact with the Practice School

Before the commencement of actual lesson, the college contacts the school authority concerned to get permission for the lesson, to get information about the school timetable, list of holidays etc. for preparation of timetable.

Preparation of Timetable

- ❖ 13-14 Students are allotted per group under a teacher - in-charge.
- ❖ The consolidated time-table of the Teaching practice is made by the college in such manner that each student gives one lesson per day. This time-table is displayed on the college notice board in advance and its copy is also provided to the school authorities concerned.(Appendix 2.3.6)

Monitoring mechanisms:

- ❖ Teaching practice lessons are taken from the school books and then distributed to the students by the teacher- in – charge.
- ❖ Lesson plans of these teaching units have to be submitted to the teacher- in – charge a week prior to the lesson for corrections if necessary. This gives ample time for the teacher – in- charge to make out for correction and suggestion.
- ❖ Individual guidance is then given to all the students on one – to - one basis.
- ❖ Ample opportunities are provided to student teachers to exhibit their Creativity in their lesson plans.
- ❖ Each teacher observes these lessons on every practice teaching day and gives evaluation remarks in preset format.

Feedback mechanism

- ❖ The Teacher – in- charge gives a general feedback at the end of every practice teaching day. It consists of general instructions, behavioral patterns and/or if about any common errors.
- ❖ Individual feedback is also given on a one - to -one basis and suggestions for improvements are highlighted.
- ❖ The Reflection column in the lesson plan helps in analyzing performance with respect to the strengths, weaknesses and lacunae if any.

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

- ❖ A meeting of the head /Teacher incharge of the practice teaching schools is planned before the student teachers are sent for internship.
- ❖ One teacher educator is incharge for the school and they have a good rapport during the meeting to find the capacity of the school- that is the number of student teachers who could be accommodated. The total of 205 student teachers are sent to nearly 21 schools around the college.
- ❖ Based on the assessment made by the teacher educators of the student teachers during micro teaching and link lesson, student teachers are allocated to the different standards (VIII, IX or XI) in the various schools and also based on the medium for teaching.
- ❖ The graduate student teachers are to teach two subjects –based on the two special courses chosen, at the secondary level and post graduate student teachers are to

teach only one subject(their specialization),at the higher secondary level. They do internship for 40 days.

- ❖ They plan for an achievement test to be conducted in the portion that they are allocated to teach.
- ❖ Based on their Blue Print, formulate the question paper with the guidance of the teacher educator, finalize it take copies to administer the test.
- ❖ The respective student teacher –distributed, evaluates the school students answer scripts and remedial lessons are taken – marks are tabulated and guided by teacher educators for statistical analysis and interpretation of the scores.
- ❖ During the period of Block Teaching / Internship, the student teachers are expected to take part in all the activities of the school.
- ❖ Each student teacher is expected to undertake action research and a case study with the input given in the theory part.

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

Yes, This College has very cordial relations with many Higher Secondary Schools and B.Ed Colleges in its neighborhood area. So for the practice teaching sessions for B.Ed. Course and Internship for M.Ed. Course, some of these Secondary Schools and B.Ed. Colleges are always available every year, extending their full support and co-operation.

The Teacher-in-charge of practice lessons(B.Ed course) and the Teacher-in-charge of Internship program establish contacts with intended practice schools and B.ED colleges, their authorities and teachers regarding permission, time-table, list of holidays, units to be taught, etc. The teacher-in-charge of practice lessons (B.Ed course) makes a tentative practice teaching plan; the plan is communicated to the respective schools for information and approval. Each B.Ed. student takes guidance from subject teacher and takes the lessons on scheduled time. Teacher-in-charge from the college holds meetings with school Head -masters and B.Ed. college's principals before & after B.Ed. practice lessons.

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

It is necessary for a trainee teacher to be exposed to the diverse learning needs of students in schools. The Course II, Psychology of Development and Learning paper of the B.Ed. syllabus includes the 'Unit Individual Differences' which has the topic "Catering to diverse needs of students" which enables the teacher trainees to get an idea about inclusion of students with special needs, their characteristics, types and modifications that are necessary to be made for students in the inclusive set up. Hence, they are oriented and prepared to teach such students.

The trainees get a firsthand experience of students with special needs through the visits organized to special schools. Diversity in socio economic status of students and the infrastructure of schools is experienced by trainees even through the usual practice teaching lessons are organized in practicing schools. The teacher educators inculcate the attitude towards inclusive education by guiding them formally as well as informally.

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

- ❖ The faculty members always encourage the teacher trainees to use technology in practice teaching.
- ❖ The faculty members have adopted technology and uses technology in their daily teaching learning process by making use of Laptop, LCD Projector, OHP in the classroom for day-to-day curriculum transaction.
- ❖ It is compulsory for the teacher trainees to conduct technology based lessons which entails them to make use of different electronic gadgets such as Tape recorder, Mobile, MP3 players, TV, VCDs, LCD, OHP and internet.
- ❖ Technological lessons are conducted in three phases - simulation phase, block teaching and practice teaching phase.
- ❖ As per the B.Ed. curriculum of this college, technology based teaching practical is conducted in the computer lab where the teacher trainees develop the technology aided package or project based learning packages.
- ❖ The teacher trainees are encouraged to make use of technology in various activities such as seminars, workshops, symposia and other co-curricular

activities. They become skilled in handling and using the digital camera, laptops, LCD and Public Addressing system.

2.4 Teacher Quality

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

An effective teacher-training program can be ensured when both the school and the college (Department of teacher's training) work in tandem. In the Department, students are educated with theoretical concepts of the educational psychology, management of classroom, teacher student relationship and various philosophies dealing with education. Teaching practice is a time when all these learned concepts have to be applied successfully in real life situations. Before deputing student teachers for teaching practice to different schools, they are equipped with different teaching skills in microteaching session, extending over a week followed by demonstration lessons given by lecturers to make student teachers understand the integration of various skills and styles for a 35-40 minutes period. Later on all the student teachers are made to give one criticism lesson for 35 minutes in their respective major subjects. Feedback by teachers and their peers are provided for improving the teaching competency. After this, student teachers are asked to write 30 lesson plans (15 in each major subject) to be taught in the respective schools.

Practice teaching is an important component towards making a teacher. It provides experiences to student teachers in the actual teaching and learning environment. During practice teaching, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. Student teachers also know the value of practice teaching and they perceive it as the important aspect of their preparation for the teaching profession, since it provides for the real interface between student hood and membership of the profession. As a result, practice teaching creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their practice teaching.

Procedure for Teaching Practice in Our Institution

Every year during the month of October, students are sent to different Corporation and Government schools for 35 working days. Initially the teacher educator

and school teacher give two Demonstration Classes and 5 working days for Observation Class in respective teaching practice schools where they go for teaching practice as part of the training for students.

In order to place them in the respective schools, this college officials take permission from DEOs, CEOs and the respective school head masters/mistress. After getting permission, students are sent to the respective schools allotted for them. They meet their guide teachers; they allot them in different sections and give portions or syllabus to teach in the stipulated period. Student teachers will be given training to prepare Lesson Plan, to get training in various Micro Skills, to prepare and use of Teaching Learning Material, to prepare Blue Print, to conduct Achievement Test, to prepare various records like Lesson Plan evaluation file, Test and Measurement, Case study, Action Research, Text book review, Observation Record etc., All the subject teacher educators will go and observe the teacher trainees very often to evaluate their teaching skills and help them in teaching.

Duties of Student Teachers during Teaching Practice

- ❖ Preparation of Lesson Plan
- ❖ Taking training in various Micro Skills
- ❖ Preparation and usage of TLM (Teaching Learning Models)
- ❖ Preparation of Blue Print
- ❖ Conducting Achievement Test
- ❖ Preparation of various record like Test and Measurement, Case study, Action Research, Text book review, Observation Record etc.,

List of Schools where the teacher trainees go for teaching practice

- ❖ Chennai High School, Kamarajar Avenue, Adyar, Chennai-20
- ❖ Chennai Higher Secondary School, Chetpet
- ❖ Chennai Higher Secondary School, GangadeeswararKoil Street
- ❖ Chennai Girls Higher Secondary School, Madhavaram High Road, Perambur
- ❖ Chennai Higher Secondary School, Nungambakkam
- ❖ Chennai Higher Secondary School, Rotler's Street
- ❖ Chennai Higher Secondary School, Saidapet
- ❖ Chennai Higher Secondary School, Shenoy Nagar

- ❖ Chennai Higher Secondary School, Tondiarpet
- ❖ Chennai Higher Secondary School, Perambur Market Road, Venus
- ❖ Hindu Boys Higher Secondary School, Triplicane
- ❖ Jayagopal garodia Govt. Girls Higher Secondary School, Saidapet
- ❖ Lady Willingdon Higher Secondary School, Triplicane
- ❖ Model Higher Secondary School, Triplicane
- ❖ PathipagaChemmalGanapathy Higher Secondary School,Kodambakam
- ❖ Presidency Higher Secondary School, Egmore
- ❖ Rani Mayammai Girls High School, Adyar
- ❖ SavithriAmmal Higher Secondary School, Mylapore
- ❖ Chennai Higher Secondary School, Korukkupettai
- ❖ Rani Mayammai Girls High School, Mandavelli
- ❖ Lady Willingdon Higher Secondary School, Triplicane
- ❖ Model Higher Secondary School, Triplicane
- ❖ SavithriAmmal Higher Secondary School, Mylapore
- ❖ SingaramPillai Higher Secondary School, Villivakkam
- ❖ Presidency Higher Secondary School, Egmore
- ❖ Sri Ramkrishna Boy's Higher Secondary School, Main T. Nagar
- ❖ Sri Ramkrishna Higher Secondary School, Burkit Road
- ❖ Jayagopal Garodia Higher Secondary School, Valasarvakam
- ❖ Government Girls Higher Secondary School, Choolaimedu
- ❖ Jaigopal Garodia Girls Higher Secondary School, Saidapet
- ❖ Government Girls Higher Secondary School, Thiruvottiyur
- ❖ Anderson Girls Higher Secondary School, Parrys
- ❖ Rani Mayammai Girls High School, Adayar
- ❖ Sri Ahobilamath Oriental Higher Secondary School, West Mambalam.
- ❖ Kesari Higher Secondary School, West Mambalam.
- ❖ Lady M.C.T.M. Girls Higher Secondary School, Purasavakkam.

Benefits of Teaching Practice

The benefits of trying out teaching skills under professional supervision can make a substantial difference in the teaching style and add to succeed as a classroom teacher. The most obvious benefit of teaching practice is that the experience quickly reveals to students the wide chasm between knowing what to teach and knowing how to teach it.

After completing their successful 35 working days of teaching, they come back to college with their attendance certificate from the respective Head Master of the schools where they practiced. They also submit 30 lesson plans for optional I and optional II respectively. They bring back their teaching learning materials used there. They conduct action research, case study and submit the same for evaluation. Teacher Educators will evaluate them. These marks will be taken for Practicum.

The teaching Practice plans are developed in Co- ordination with the schools for which the student teachers are sent for practice teaching.

- ❖ The 40 days of teaching practice in schools i.e. internship is a requirement for the course stipulated by the Tamilnadu Teachers Education University to which the college is affiliated.
- ❖ This slot of 40 days is decided as early as the calendar is planned for the programme during the academic year which mainly depends on the reopening date for the course as decided by the government and also the programme of the schools.
- ❖ At present the second term (October –December) in the school calendar is preferred by the schools and the teacher educators are by then able to prepare the student teachers for their teaching practice since the programme begins normally by second week of September.
- ❖ By August, request letters are sent to the different schools (around 38 in number) requesting permission to allow the student teachers of our college to do practice teaching and the schools express their consent. For the Chennai schools which come under the Corporation of Chennai, permission for the schools and the number of students to be allocated to each school by the Education Officer concerned.

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

There are 205 student teachers for the B.Ed. course. The institution has identified about 38 schools. The ratio between Teacher and Student will be 1:40.

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

- ❖ The institution has developed observation tools in the form of rating scale of 100 marks to observe the school practice lessons, technology based lessons, value education lessons, team teaching lessons, models of teaching lessons and environmental education lessons.
- ❖ Teacher educators observe the full lesson that is from the introduction to the home work step that is for one whole period of 30-35 minutes using the rating scale to evaluate the lesson. In addition, the teacher educators also give the qualitative feed back in written form on the lesson note itself.
- ❖ At the end of the lesson, the student teachers get quantitative and qualitative feedback immediately.
- ❖ The written feedback is followed by oral discussion for the improvement in the performance of the student teachers.

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

Teaching practice is an important aspect of the B.Ed. program and its curriculum. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding teaching practice.

The IQAC discusses and deliberates on the policy directions and conveys it to the teacher educator in charge of the lesson-planning department. The teacher educator in charge in turn gives instructions to all the student teachers and displays the instructions on the notice board. Sometimes, the teachers from schools are engaged in orientation programs and express the need for practice lessons to be conducted. At such times, the institution cooperates and coordinates with the school to fulfill the needs and also ensures that the student teachers are updated on the policy directions and educational needs of the school.

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

- ❖ The Faculty members of college use to attend various conferences, workshops, and seminars and also present papers. Such active participation helps them to update their knowledge about recent developments in the school subjects and teaching methodologies.
- ❖ The college on its own also has organized workshops and in-service training programmes. Here the college faculty members have more active participation in the form of planning and arrangement of the workshops & training programmes. They take part more actively in discussions, paper presentation, question- answer session etc.
- ❖ Changes in the school subjects or the school syllabus are reflected in the school textbooks as well as in the B.Ed. syllabus. When teaching and learning, both the college teachers and their students become well- informed about these changes.
- ❖ The college teachers, after participating in seminars etc, impart their knowledge about the recent developments in the school subjects and teaching methodologies to their students.
- ❖ Both the students and the faculty members are encouraged to make optimum use of the Library and Digital Library facilities (Internet, E- journals, Reference books and Journals in the library stock, Educational CDs etc.) made available for them by the college.
- ❖ Thus students and faculty members of the college are helped to keep in pace with recent trends and developments in schools subjects and teaching methodology.

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

The College supports and encourages the professional/career as well as personal development of its teaching staff with the following initiatives –

Professional Development

- ❖ Sending teaching staff for participation in orientation and refresher courses. (Annexure 3.3.2a)
- ❖ Encouraging teaching staff to attend and participate in seminars, workshops and training programmes arranged by other colleges. (Annexure 3.1.4)

Career Development

- ❖ Encouraging teachers to enroll for higher level research (Ph.D.) etc., Two staff members are pursuing Ph.D. & one has submitted thesis.
- ❖ Motivating them to undertake research work at primary / minor / major level in their favorite and career-relevant topic. Five faculty members are doing UGC sponsored minor projects.
- ❖ Encouraging them for the publication of their research papers in reputed journals, periodicals etc-

Personal Development

- ❖ The College organizes various workshops for teachers to update their knowledge.
- ❖ Educational Tours are organized every year by the college to various famous Historical, Geographical, Cultural, Religious places.
- ❖ Encouraging their membership of and participation in different NGOs, Social and Community welfare activities.
- ❖ Encouraging them to visit other colleges or institutions to give special talks, lectures, Experts, Question paper-setters, Examiners etc.

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

Yes, The College motivates its teachers for their good performance and recognizes their excellence in the following manner:

- ❖ Felicitating them on Teachers Day and at the College day of every year.
- ❖ The Principal compliment the teachers for their efforts after completion of every important college activity (e.g. after a college- organized workshop etc, the good examination results, visits of VIPs etc.)
- ❖ In the meetings of the Academic council Committee, the Principal informs the committee members about the notable achievements of the staff and then the committee congratulates them.

2.5 Evaluation Process and Reforms

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

- ❖ Student teachers are provided with a conducive environment where the object of the course and mission is fulfilled to step forward towards achieving the vision of the Institution.
- ❖ The teacher educators who are responsible for effective implementation of the process identify the obstacles / barriers that may happen and also probe into the cause of these stumbling blocks.
- ❖ Effective steps taken to remove the barriers.
- ❖ Periodic feedback are obtained from the students on the different activities / programme of the course.
- ❖ The student teachers of the college are divided into small groups of 10- 12 under one staff who is the tutor and they meet them once a month to share and discuss the happenings during the previous month both positive and negative aspects mostly on a Friday.
- ❖ The follow up of this, is taken up during the following staff meeting conducted on Mondays.
- ❖ Steps are discussed to enrich and continue the positive aspects and to eradicate the negative situation.
- ❖ The institution has good spacious well-ventilated rooms, which provide a good ambience for favorable learning to take place.
- ❖ The environment is eco friendly and pleasing. Student teachers are encouraged to preserve the environment.
- ❖ Four big classrooms for core course classes and nine separate rooms for the nine special courses are available. There are Laboratories cum lecture rooms for languages and science subjects. There is a separate laboratory for mathematics. Language laboratory is available with updated software for enriching spoken English.
- ❖ LCD facility is available in some rooms and provision is made for common use.
- ❖ SMART boards are also made available for demonstration lessons.
- ❖ M.Ed. class room is equipped with LCD projector.

- ❖ All the teacher educators in the 10 departments are fully qualified as per UGC norms in the approved post including Education, Librarian and Physical Directress.
- ❖ Seven of the ten staff members including Principal are Ph.D. Degree holders and one staff member has submitted the Ph.D. thesis, two staff members have registered for Ph.D. of which one is SLET qualified.

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

Evaluation is mainly through experienced teachers mostly from other universities. Continuous internal assessment is helping the teachers as well as the students in making them perfect. (Annexure 2.5.2)

Stakeholders awareness on Evaluation process

Passing minimum, Details on minimum marks to be earned, Eligibility for attendance for examinations, Question paper setting, Mode of valuation, Revaluation for supplementary students, all dates are available in the display of Controller of Examination office. The test /examination schedules are provided in the College Calendar given in the Hand Book and the fee details are displayed on department notice board.

Evaluation reforms

As an autonomous institution, the college periodically carries out evaluation reforms and some of the reforms implemented successfully are: Qualitative assessment for Projects and Seminar for Postgraduate Students, off-campus question setting for summative examinations, Question Bank for Practical Examinations and E-entry of examination marks. Details are available in the college website (www.ladywillingdoniase.com)

Measures for Continuous Evaluation and Progressive Improvement

Internal Marks are calculated as follows

S.No	Internal Marks	Out Off
1.	Best two test marks	5
2.	Assignments and seminar	5
3.	Attendance	2
4.	Model Exam	8
	TOTAL	20

Ensuring rigour of the internal assessment process

A definite examination schedule and a standardized evaluation schedule for UG and PG courses is followed to ensure the rigour of the internal assessment process. Continuous Internal Assessment of students is done through assignments, tests, seminars and laboratory work and projects in strict adherence to the deadlines as per the work plan. Seminars are compulsory components to all.

Adherence to Examination Schedule

The College maintain the declared examination schedules very strictly unless there is an emergency due to unforeseen holidays declared by the Government and under such circumstances, examinations are rescheduled.

Declaration and Publication of Examination results

The average time taken by the College for declaration of examination results is about 10 – 15 days. After the examination period, the passing board needs to scrutinize the results and the examination results are published on the college website and also displayed on the notice boards in the Controller of Examinations Office.

Pre Examination process – Examination process – Post Examination process

The office of the Controller of Examinations (COE) is in-charge for the entire examination process. Pre-examination processes as time-table preparation, student list preparation, invigilators, squads, attendance sheet, etc. are prepared by COE office. The examination material management and logistics are carried out by the COE with the supervision of the Chief Superintendent. The post examination process as attendance records, exam result; auto processing, generic result processing and certification are done effectively in COE office.

Reforms in Ph.D. Evaluation

According to the norms of Tamilnadu Teachers Education University, Ph.D. Evaluation is done by the concerned guide, one Indian examiner and one foreign examiner. The evaluated reports are consolidated by the guide and sent to the university. Based on the consolidated report the university permits the public viva-voce for which one external examiner will be selected by the university from the panel of examiners given by the guide. Periodic doctoral committee meetings are done to check the progress of the Scholars.

COE Operation streamlines

Preparation of Schedules for centralized examinations and transparency for both theory and laboratory courses along with the planning of the college calendar, disbursal of necessary materials to external experts and receipt of hard or soft copy of the examination question papers, preparing the attendance sheet, conduct of the exams, evaluation format for all courses in each semester, computerization of questions computer entry of marks, maintenance of a database for external examiners of all disciplines, calculation of Examination fee as per college norms eliciting the necessary information of eligible candidates for the issue of hall tickets are some efforts made by the college to streamline the operations of the Controller of Examinations.

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

- ❖ The marks attained in the evaluation by every student teachers is made known to them and also their attainment in the internal component out of 20 is made known to the student teacher and they sign in the internal marks register for every course thus making the whole process transparent.
- ❖ Since every component towards CCE is made known to the student teachers in every course, they are alert about their performance and guide themselves towards improvement.
- ❖ Individual and special attention is given by the faculty members to the extremes in the group – gifted and backward.
- ❖ The common mistakes are highlighted and corrective measures are taken.
- ❖ Peer group tutoring is done for a few student teachers.
- ❖ Remedial coaching is given to a group of student teachers if required.
- ❖ Students' performance is taken into consideration for curriculum transaction by duly modifying the methodology, type and pattern of test in continuous evaluation if necessary.

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

The Student teachers are encouraged to use technology in seminar presentation and effective use of technology is assessed.

Technology is used in :

- ❖ The preparation of on-line Objective Type question papers.
- ❖ The preparation of mark sheets for semester exams.

- ❖ The preparation of question papers for model exam.
- ❖ Question papers for semester exam are made ready in the examination unit for all the courses and programme.
- ❖ Tabulation of marks and preparation of consolidated mark sheets.
- ❖ Preparation of individual mark sheet for each semester including the practical examination mark sheet.
- ❖ Student teachers are trained to use computers effectively in preparation of – students’ attendance; student’s mark sheet – simple statistical calculation, graphical representation of performance and preparing the question paper for the achievement test during teaching practice.
- ❖ Suitable Software are used in the examination unit to make the processing of examination marks easier, quicker and accurate so that the mark sheets including pass certificate are processed and prepared at a time.

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.

- ❖ The students prepare learning materials for their practice lessons and practicals with the use of internet, OHP, LCD Projector. They prepare various Power Point Presentations for their use in the class.
- ❖ A separate room in the college building is set up as the Computer Practice Room, where the students in the spare time (away from regular ICT practicals) can practice more for the use of computer and internet.
- ❖ The teacher educators have prepared systematic “Lesson Files” for the courses they teach. These are prepared for their own personal use and reference, in which they also regularly add new material from their reference search.
- ❖ Some teacher educators have jointly prepared a “Manual for Preparing a Good Power – Point Presentation” for the general use.
- ❖ Organization conducts workshops and seminars for the best practices

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

- ❖ The teacher educators are provided with computer and internet facilities, in the common staff room and in the library to enable them to access various and relevant references.
- ❖ The teacher educators can also use the digital library provided by the college to update their knowledge.
- ❖ The teacher educators skills in using OHP, LCD Projector, and DVD Players etc. are further enhanced by their optimum use of them in their teaching.
- ❖ The teacher educators also know more about latest and more effective teaching aids, teaching methodologies, new trends in education etc .from their reading of e- journals and international journal available in the library.
- ❖ ICT Training cum orientation: - In the beginning of academic year, the college students are given introductory lectures and intensive practice on computers and other e-media for the first two weeks of the course. The purpose of this early training is to enable the students to use ICT in their later teaching and learning process. They are thus prepared to use the computer, Internet, and MS-office.
- ❖ The Language Laboratory – The college has setup a new language lab with as much state- of –the –Art as possible necessary equipments such as computers installed with language software’s, individual head phones and microphones etc. By this facility, our students practice of spoken English and other communication skills easier and enjoyable.

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

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

Evaluative Observation and Suggestions:

The curriculum needs to be updated from time to time, which is possible with the reasonable academic freedom and financial sufficiency. In this college, despite constraints, experienced teachers who work for autonomy can strive for value added programs for the benefit of student community.

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

- ❖ The faculty members are encouraged to utilize teaching-aids, OHP and internet in the curriculum transaction.
- ❖ The curriculum transaction for all the courses is objective oriented. The teacher trainees are required to do knowledge transfer the theory into practice through school lessons and conduct practical based on the theory courses.
- ❖ All the relevant information about the courses conducted in the institution is given to the teacher trainees through a brochure. This includes details such as duration, nature of the course, fee structure, fee concession facilities and scholarships available.
- ❖ Proper procedure is followed by the institution for the B.Ed. M.Ed., M.Phil and Ph. D. admissions using the criteria specified by the regulatory bodies. The admission process is smooth and transparent.

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 college takes keen interest in inculcating research culture and aptitude among the members of staff and the students at all levels. The initiatives taken up by the college has to enhance research are as follows:-

- ❖ Provide adequate resources and other facilities to carry out research.
- ❖ Encouraging teacher educators to serve as recognized research guides for M.Phil and Ph.D. in Tamil Nadu Teachers' Education University and other Universities in Tamil Nadu. **(Appendix-3.1.1)**
- ❖ All the staff members entrusted, the responsibility of guiding M.Ed. students.
- ❖ Motivating the members of staff and M.Ed.,M.Phil. and Ph.D. scholars to participate in workshops, seminars and conferences.
- ❖ Providing all the staff members with Personal computer with Internet facility to carry out their research work.
- ❖ Setting up a Research cell with 8 computers, Internet facility to provide access to online journals.
- ❖ Upgrading the library by purchasing recent reference books and subscribed national and international journals.
- ❖ Conducting workshops on the use of SPSS Package for computing the data both for the staff members and research scholars.
- ❖ Conducting a research colloquium before finalizing topics for research among M.Ed. and M.Phil Students.
- ❖ Encouraging members of staff to act as Doctoral Committee members in other Colleges and Universities.
- ❖ Motivating both the staff and research scholars to publish articles in Regional, National and International journals.
- ❖ Encouraging the faculty members to undertake minor/major projects from other recognized research agencies and funding agencies.

- ❖ Encouraging faculty to participate in conferences conducted abroad.
- ❖ Encouraging members of staff who have registered for Ph.D. to complete their research and who have a doctorate to apply for Post-doctoral Fellowship.
- ❖ Ph.D. scholars and staff members are permitted to attend all the Ph.D. Viva-voce conducted in the other colleges and universities to develop adequate research aptitude.

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

The following are the prioritized thrust areas:-

- ❖ Experimental research on impact of ICT, Modules, Innovating teaching strategies etc. on the achievement of students.
- ❖ Special Education, Psychological aspects like Emotional Intelligence, Stress, Cognitive ability, life skill, etc.
- ❖ Attitude towards Equal Education System, Continuous Comprehensive Assessment,
- ❖ Sex education, Inclusive education, etc.
- ❖ Current issues like Human Rights, Child Rights, Global Warming, Privatization, Right to Education, etc.
- ❖ Research on marginalized population such as Adolescent girls, Scheduled Tribe, Special Children, etc.

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

Yes, Action research is a mandatory practical component for the B.Ed. students. They are expected to select the topic for the action research during their teaching practice based on the difficulty or issue they face in classroom and frame a action plan to solve the problem for the benefit and the betterment of the students. The problems usually taken are general issues like late coming, absenteeism, not completing their home works and assignments, not participating in Co-curricular activities, etc. and subject related aspects like poor spelling, handwriting, inability to read properly, drawing, marking maps, memorizing formulae, etc.

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

Our college has very talented staff members who presented research papers in District, State, National and International Workshops, Seminars and Conferences. They have also chaired sessions and participated in Panel Discussions. The related information is enclosed in (Appendix -3.1.4).

3.2 Research and Publication Output

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

- ❖ The institution has used many innovative instructional materials to enhance the quality of teaching. The members of staff and students were given training in the use of Interactive White Board (SMART Board).
- ❖ The students are given training on the strategies to be followed to integrate ICT in the classroom.
- ❖ The students use the language laboratory to enhance their communication skill and soft skills.
- ❖ B.Ed, M.Ed. and M.Phil students are encouraged to use Power-point presentation for seminar presentation.
- ❖ The members of staff have prepared a module for Life Coping Skills for the certificate course on Life Coping Skills.

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

The college is 94 years old and so it has the following facilities:-

- ❖ Much-enriched collections of books, encyclopedia, journal, dictionaries, etc.
- ❖ Interactive CDs
- ❖ Text Books
- ❖ Well-Equipped laboratories for Psychology, Mathematics, Physical Science, and Biological Science.

- ❖ Computer Science lab (25 PCs) and Language laboratory (11 PCs) with adequate software installed in them.
- ❖ Cable Internet connection and wifi facility to browse and download information.
- ❖ Audiovisual laboratory with OHP, LCD, Epidiascope, 72 inch LED television and Video camera, which used during microteaching session to give feedback.

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

- ❖ The students have to prepare materials to be used in LCD and OHP projector.
- ❖ Every student teachers is expected to prepare a digital lesson plan to teach a concept in their subjects using LCD, OHP and other AV aids in a systematic manner.
- ❖ The Teacher Educators make use of LCD during their lecture sessions.
- ❖ The M.Ed. and M.Phil. students use Power point presentation during their Viva-voce.

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

a. Organized by the institution

- ❖ Every year workshop is conducted on preparation of Teaching Learning Materials and Low Cost teaching Materials for which experts are invited.
- ❖ One-Day workshop for Visually Challenged students in Chennai on use of Technology.
- ❖ In-service Training Programmes for Government Schools teachers in Chennai and Thiruvallur District in all the schools subjects.

b. Attended by the staff

Staff members have attended various workshops and training programme organized by Tamil Nadu Teachers Recruitment Board (TNTRB) and Staff Selection Commission (SSC) on item preparation for the examination conducted by them.

c. Training provided to the staff

- ❖ Two-Day Workshop on Research Methodology.
- ❖ Two-Day Workshop on SPSS for Teacher Educators and Research scholars.
- ❖ One-Day workshop on use of Interactive SMART Board.

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

The teacher educators have published 88 articles, the details of which are appended in (Appendix-3.2.5)

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

- ❖ Dr. R. Bharathy received the Best Teacher Award from the Tamil Nadu Institute of Educational Research and advancement for the year 2007-2008 received on 05.09.2008
- ❖ Miss V. Shyamala received Teacher's award of excellence Sarvapalli Sir. Dr. Radha Krishnan Best special Teacher Award by Lioness Club of Viswamaithri on 26-09-2012. A member of Rotary Club of Vadapalani, Chennai.
- ❖ Dr. Hemalatha Kalaimani received the Best Teacher Award from the Tamil Nadu Institute of Educational Research and advancement for the year 2007-2008 received on 05.09.2008
- ❖ Dr. A. Radhamani received the Best Teacher Award from the Tamil Nadu Institute of Educational Research and advancement for the year 2007-2008 received on 05.09.2008
- ❖ Dr. S. Komalavalli received the Best Teacher Award from the Tamil Nadu Institute of Educational Research and advancement for the year 2007-2008 received on 05.09.2008

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

Project completed in 2012-13 (Under UGC XI Plan)

Name of the Investigator	Title of the Project	Sanctioned Amount	Sanctioning Authority
Dr.G.Parameswari, Principal	A study on the relationship between study habits, level of metacognition with academic achievement in chemistry among the 11thStd students in Chennai	Rs. 50,000/-	MHRD
Dr. R. Bharathy, Associate Prof. of History	The influence of parents nurturing practices in developing the attitude towards socio-cultural modernization of college students	Rs. 50,000/-	MHRD
Dr.M.S.Thillainayaki, Associate Prof. of Tamil	ஒன்பதாம் வகுப்பு தமிழ்ப் பாடநூலில் இடம்பெற்றுள்ள விழுமக்கல்விக் கூறுகளும், சென்னை மாநகரத்தில் தேர்ந்தெடுக்கப்பெற்ற பள்ளிகளில் ஒன்பதாம் வகுப்பு மாணவர்களிடையே விழுமக்கல்வி பெறும் முக்கியத்துவமும், விழுமக்கல்வி பற்றிய புரிதலும் - ஓர் ஆய்வு.	Rs. 50,000/-	MHRD
Mrs. A. Noorjahan, Associate Prof. of Education	A study on the influence of certain socio personal factors on mental health, social skills and happiness of in-service teachers.	Rs. 50,000/-	MHRD
Dr.Vincent Thaninayagam Asst. Prof of English	Effective Technology utilization in teaching English at Hr. Sec. Level	Rs. 45,000/-	MHRD

Ongoing Minor Projects (2014-16)

Name of the Staff	Title of the Project	Sanctioned Amount	Sanctioned Authority
Dr.D.Hemalatha Kalaimathi	Effect of Metamemory strategies on learning Bio-Chemical Cycle on Higher Secondary School Students.	3 lakhs	UGC
Mrs. T.Subhashini	Effects of Stress Management Programme on stress level of Women student teachers of different personality types.	2 lakhs	
Dr.Rita Rani Mandal	Equipping Prospective Teachers with Task Based Teaching and Learning Strategies.	2 lakhs	
Dr. S. Rama	A study on inculcating Vedic Mathematics to enhance Speed and Accuracy.	2 lakhs	
Dr. S. Komalavalli	Impact of instruction through CAI on Tamil grammatical skills of VIII standard students.	1, 85,000	

3.3 Consultancy

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

- ❖ Yes, the faculty members serve as chairperson and resource person during conferences, seminars, and workshops organized by other colleges and universities.
- ❖ They also serve as guest speakers, judges, juries, and chief guest for the various competitions and collage and school day functions.

- ❖ The faculty also are members in Academic Council, Board of Studies and Research forums and doctoral Committee members in other Colleges of Education and Universities.
- ❖ They also serve as member of Editorial Board of Research Journals.
- ❖ They also serve as question paper setter, evaluators for practical and theory examination for at the UG and PG level.
- ❖ The faculty serves as resource person for B.Ed. programme conducted by IGNOU, TNOU, Bharathiar University and Madurai Kamaraj University.
- ❖ The College is also a study centre for Madurai Kamaraj University B.Ed. programme through distance mode.
- ❖ The faculty have served as Peer Committee member of NCTE to inspect the Infrastructure and other facilities for grant of affiliation and are also appointed as members by Tamil Nadu Teachers Education University for grant of affiliation/extension of affiliation to self financing education colleges.

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

Yes, all the members of staff have expertise in certain areas and serve as consultants in various fields.

S.No.	Name of the Staff	Area of Expertise
1.	Dr. G Parameshwari	e- Learning
2.	Dr.R. Bharathy	Historical Research in Education
3.	Mrs. Noorjahan	Educational Psychology
4.	Dr.V.Shymala	Educational Management
5.	Dr.A Radhamani	Peace Education
6.	Dr. Hemalatha Kalaimani	Life Coping Skills
7.	Mrs. T. Subhashini	Guidance and Counselling
8.	Dr. Rita Rani Mandal	Task based Teaching and Learning

9.	Dr. S. Rama	Vedic Maths
10.	Dr. Komalavalli	Education Tamil
11.	Mr. R.Selvaraj	ICT on Education
12.	Dr. Vincent Thaninayagam	Educational Technology
13.	Dr. I. Sasireka	Electronic Resources

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

As our faculty member extend their consultancy services according to their convenience, they are individually benefited.

3.3.4. How does the institution use the revenue generated through consultancy? The meager revenue is generated by conducting distant mode B.Ed. programme by the means of rent, which is paid to the government.

The meager revenue is generated by conducting distant mode B.Ed. programme by the means of rent, which is paid to the Government.

3.4 Extension Activities

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

- ❖ Our college takes keen interest in activities related to community welfare.
- ❖ Our students participate in rally organized by various NGO's and GO's like Global Warming, Anti Tobacco Awareness, Disaster Management, etc. Scholars are encouraged to prepare pluck cards and write slogans.
- ❖ During teaching internship in schools, the student teachers stay back after school hours to coach slow learners and the students who are going to take up their board examination.
- ❖ The College has a Reading club to help the students who are visually impaired.
- ❖ The students' teachers are taken to special schools and old age homes.

- ❖ The college organized In-service programmes in all the subjects for teachers working in Government schools to help them modern teaching learning pedagogy.

(Appendix -3.4.1&3.4.1a)

- ❖ The children from neighborhood use our campus and other outdoor games facilities like volleyball and cricket, as there is no open playground in this locality.

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

- ❖ Every year the college conducts programmes on Youth Red Cross (YRC) and Red Ribbon Club (RRB). Guest lecturers are organized on the themes like Breast cancer, Blood Donation, Reproductive Health, Nutrition and Health, Yoga, other life style diseases, etc. These programs are revelations to the student teachers.
- ❖ Endowment lectures are conducted every year in topics related to current issues to be addressed in the field of education. **(Appendix -3.4.2)**
- ❖ First Aid programme is conducted by St.Johns Ambulance Association to train the students on basic first aid techniques.
- ❖ The student teachers are also given hands on training on disaster management during fire by personals from Fire service and Safety Department.
- ❖ Five Day Citizenship camp is conducted every year to develop empathy and service mindedness amongst teacher trainees. **(Appendix -3.4.2a)**

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

- ❖ The students' teachers are engaged in community services. These activities can be expanded further as the B.Ed. and M.Ed. programmes are going to be for two years duration and so the institution would be able to engage them in more community related activities like teaching school children, life skills like study skills, Time Management, Stress Management, Conflict Management, Disaster Management, Communication Skills, etc.
- ❖ They can be taken to villages and teach women on the importance of nutrition, health and hygiene and also try to make them self sufficient by teaching them artificial jewellery making, screen printing, fabric printing, jam and pickle making, preparing toiletry items like soap oil, phenol, acid, etc

- ❖ They can be taken to blind residential schools during weekend and read for the visually challenged students.
- ❖ Help the students in the slums nearby and the children of the fisher folk residing near the seashore with their daily lesson.
- ❖ As there is a BC hostel in our campus where many visually challenged students studying in Arts and Science College reside. Our student's teachers can help them by engaging in the evenings.
- ❖ The student teachers will be trained to create awareness about hygiene and safety measures to be followed by adolescent students in the neighboring schools.
- ❖ The students teachers can be trained in yoga so that they train school students for holistic health.
- ❖ They can be taken to the Marina beach to clean up the sea shore to imbibe "Swatch Bharath"

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.

The B.Ed. and M.Ed. programme is only for ten months duration and the students take up activities for that year under the guidance of the teacher educator. Major emphasis is laid on Health and Education of the society.

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

- ❖ To orient the students towards the importance of psychological aspects in the teaching learning context many Guest lecturers have been organized in the Citizenship camp, Endowment lecture and "Muthamizh Vizha" (Tamil Literary Day) celebration (**Appendix- 3.4.5**)
- ❖ The Union members are selected in a democratic way by conducting election after completion of the admission. The Union members actively participate in organizing all the programme and competitions during the academic year.
- ❖ The students are divided into four groups. The cultural and sports competitions are organized between these groups in order to develop competitiveness and tolerance.

- ❖ Aids Awareness Camp, Breast and Cervical Cancer Camp, Eye Camp and Blood Donation Camp are organized.
- ❖ All the National festivals and other important days like Martyrs' day, Teachers' day, Women's Day, Science Day etc are celebrated to inculcate social and citizenship values.
- ❖ The Placement Cell of the college conducts Placement Interview in the college campus and the students' teachers are given training on writing Resume and tips for facing interview.
- ❖ The Nature club organizes tree plantation in the campus.
- ❖ In order to develop leadership qualities the students are bestowed with duties during the college Cultural, Citizenship camp and Conduct of sports.
- ❖ Students are encouraged in inter and intra collegiate cultural and sports competitions.
- ❖ Red Ribbon club and Youth Red Cross are functioning in the college to create awareness programmes.

3.5 Collaborations

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

- ❖ National Council for Teacher Education(NCTE)
- ❖ Some of our staff members attended the Two-Day workshop on New Regulation for Teacher Education 2014 organized by TamilNadu Teachers' Education University in Collaboration with NCTE Southern Region on February 2015.
- ❖ Some of our faculty members served as members of NCTE spot assessment for grant of affiliation to UG and PG courses and additional units.
- ❖ Tamil Nadu State Council for Higher Education(TANSCH)

❖ **Eminent Persons who visited our college**

No.	Name and Designation	Institution
1.	Dr.Padmanabhan, VC	TNTEU
2.	Dr.G.Viswanathan, VC	TNTEU
3.	Dr.Vishwalingam, Registrar	TNTEU
4.	Dr.Jayakumar, COE	TNTEU
5.	Dr.Nalini, Director	DCE
6.	Dr.Senthamil Selvi, Director	DCE
7.	Dr. C.Sylendra Babu, IPS	Commissioner of Police
8.	Dr.Srinivasagam, JDP	DCE
9.	Kavigo. Abul Raghman, Professor& Member	Central Institute of Classical Tamil
10.	Dr.Murugan, Registrar	TNOU
11.	Dr.Karu.Nagarajan	TNSCHE
12.	Dr.Devadass, Director	DCE
13.	Dr.Gandhimathi, Principal	QMC
14.	Dr.Sundari, Director	DCE
15.	Mrs.Uma Rani, IAS	Secretary, Higher Education

❖ **Staff Selection Commission Chennai and Bangalore Region(SSC)**

Five staff members of our college have attended workshops on item preparation and prepared items for examinations conducted by SSC in the year 2012, 2014 and 2015.They were given certificate of appreciation for their service and active participation.

❖ **Text Book Society of Tamil Nadu**

Dr. R.Bharathy, Associate Professor was the Chair Person for the Samachiar Kalvi Class VII Social Studies Text Book. She has also served as a Review Team member for the textbooks for D.T.Ed. and study materials of Tamil Nadu Open University.

❖ **DTRT**

Two members of staff have chaired session in the State level Conference organized on 2011 and evaluate the proposals sent the DIET staff for conduct of projects by the funds allotted by MHRD.

❖ **IASE**

Dr..D.Hemalatha Kalaimathi was the Chair Person for “Enhancing Teacher Competencies” on 10.03.12 organised by IASE Saidapet, Chennai.

Dr.Vincent Thaninayagam was the Chair Person for Three days Workshop at DIET, Trichy.

Dr.Vincent Thaninayagam was the Chair Person for Two days Workshop at DIET, Perundurai

❖ **Regional Education institute (REI), Mysore**

All the seven staff members recruited in the year 2007 and 2009 have attended a Orientation Programme conducted by REI from 04. 01. 10 to 08. 01.10. Two of our staff members Dr. D.Hemalatha Kalaimathi and Dr. A. Radhamani participated in module preparation for the training programme. Training Programme on Induction Training of newly recruited secondary teacher educators of Tamilnadu and Pondicherry. A few staff members are question paper setter and evaluators of the UG and PG programme of the institute.

❖ **Indira Gandhi Open University (IGNOU) and Tamil Nadu Open University(TNOU)**

Our staff acts as resource persons for the workshops and counselling sessions for the various Diploma and Degree Programmes offered by IGNOU and TNOU. They also set question paper and participate paper valuation.

❖ **University of Madras**

Our staff members have been as resource person in the refresher and orientation course conducted by the Academic Staff College, University of Madras. They also entrusted to set question paper for M.Ed and M.Phil Entrance and conduct M.Ed. and M.Phil. Viva-voce.

❖ **Madurai Kamaraj University**

Madurai Kamaraj University B.Ed. (Distance Mode) programme has completed its 4th year successfully at our college centre.

❖ **Tamil Nadu Teachers' Education University(TNTEU)**

The TNTEU is functioning in our college building since 2009 and so the university used our auditorium for many meetings and other administrative and examination related work.

- ❖ Our staff members are members in the Academic Council, Board of Studies, and Research Forum.
- ❖ Our staff members were the members of the various committees in the three International Conferences conducted by the TNTEU University.
- ❖ Our staff members have been members in the District and State level cultural and sports meets organized by the parent University

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

One Faculty Dr. D.Hemalatha Kalaimathi is a member of ICP (International Congress of Psychology) & STAR (Stress and Anxiety Research Society) and participated in International conferences through which she has got insight recent trends in Psychology & Stress management

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

❖ **Curriculum Development**

Most of the members of our college are members in Board of Studies and Academic Council for the Various Autonomous Colleges and Universities in Tamil Nadu, which has exposed them to the recent trends in the teacher education programmes. This expertise knowledge has helped them to bring about reformation in the college curriculum.

❖ **Teaching and Training**

The staff members attend workshop, seminars, and conferences regularly. This exposure has made them adopt new techniques in teaching and training. As the Tamil Nadu Government has introduced ABL (Activity Based Learning), ALM (Active Learning Method), Mind Mapping and CCA (Continuous Comprehensive Assessment) the students are trained in these methods before they go for teaching practice. They are also taught how to integrate technology in their classrooms.

❖ **Teaching Practice**

As the staff members have attended the Refresher Courses and Orientation Programmes in which the latest psychological aspects and evaluation are updated, they in turn impart the knowledge gained to the student teachers. Therefore, the student teachers have better insight about the latest trends to be adopted in the classrooms.

❖ **Research**

The external linkage with the other Institutions and Universities as Doctoral Committee member, Research Proposal evaluators and Members of Research Forum have helped our staff members to equip themselves with the new areas in research and latest techniques in tool preparation and standardization, Data computation and analysis, etc. This also helps them to avoid duplication. These linkages also help the staff member to prepare a research paper of high standards for presentation in seminars and workshops and publishing articles in journal.

❖ **Consultancy**

The consultancy helps the staff member to improve their knowledge as they refer to lots of books and internet to provide the service. Many staff members have become members of online forum and blogs to be updated of the latest information in their respective fields. It helps them to develop their self-esteem and morale.

❖ **Extension**

Through the extension service, both the staff members and students are able to develop more insight into the issues that needs to be addressed immediately. They are able to expand their vision and learn to be more realistic and practical in their approach in all the endeavors taken up by them. Their ideas are professional and community focused.

❖ **Publication**

The staff members and Ph.D scholars regularly publish articles in National and international journals with Impact factors. This helps them to improve their potentials in research and learn the art of good research writing. **(Appendix -3.2.5 &5.3.3)**

❖ **Student Placement**

The placement cell of the college is in-charge for organizing campus interviews. It invites other institutions to conduct interview in the campus of our students. Most of the students who attend the campus interview are selected by reputed schools in Chennai and other districts of Tamil Nadu. The students are also given coaching for Teacher Eligibility Test (TET). Every year more than 10% of the strength, clear TET or CET and are posted in Government schools. **(Appendix -5.1.7)**

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

- ❖ The college sends the student teachers to the Government schools and Schools run by the Corporations of Chennai for Teaching Practice after getting the permission from Commissioner, School Education, Corporation of Chennai and District Education Officer. The college maintains a healthy relationship with the schools. The members of staff meet the Principal of the schools before sending the students for internship to the schools. The student teachers are trained classroom management skills, psychological aspects, methods, techniques etc. before they are sent to the schools. They are advised to have healthy interaction with their guide teachers who mentor and evaluate them during their intensive teaching practice. The students are also counseled on other duties they need to perform during their teaching practice like organizing Science exhibitions, guidance and counselling, conducting extra classes after schools hours, etc.
- ❖ The M.Ed., M.Phil, and Ph.D. students go to the schools for collecting data for their dissertation and thesis.
- ❖ The college has also conducted many in-service programmes for UG and PG teacher of Government schools to enrich their knowledge in their subjects concerned and the new strategies of teaching and learning.

3.4.5. 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.

As the future teachers are the pillars of the nation as they mould the future citizens of the nations, the institution takes utmost care in preparing quality teachers. The efforts taken by the staff to produce the best teachers are as follows:-

- ❖ The trainees are expected to be thorough with the content in the school textbooks they are supposed to teach. Tests are conducted to evaluate their knowledge.
- ❖ They are acquainted with the skills of teaching through Microteaching. They are also trained in the various innovative strategies like games, collaborative teaching, heuristic method, project method, task based learning, etc.
- ❖ They teach them the format of preparing a macro- lesson plan, Blue print and question paper before they go for teaching practice.
- ❖ They are asked to observe demonstration classes by the teacher in the college and guide teacher in the schools allotted to them in the teaching practice schools to imbibe the qualities needed to be an efficient teacher.
- ❖ Experts train the student teachers on preparation of teaching learning materials and low cost teaching-aids.
- ❖ The faculty members go to the schools to evaluate and mentor the student teachers.
- ❖ The guide teacher and the faculty members use the Teaching Performa to assess the students on the various components like motivation, classroom management, use of teaching learning material, voice and modulation etc.
- ❖ The staff-in charge for intensive teaching practice co-ordinates with the heads of the schools to monitor the attendance of the trainees and other disciplinary aspect such as punctuality, relationship maintained with the students, etc.

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

- ❖ The institution provides a lot of opportunity for the members of staff to collaborate with the teachers of the teaching practice schools for mutual benefit.
- ❖ The members of staff serve as members in Board of studies, Academic Council and other academic bodies and share their expertise and gain a lot from such collaborations.
- ❖ The members of staff act as question paper setters, evaluators, and practical examiners for B.Ed., M.Ed., M.Phil and External examiner for M.Phil and Ph.D. viva-voce for other autonomous colleges and the parent University Tamil Nadu Teachers' Education University.
- ❖ Our college was the nodal centre for Tamil Nadu B.Ed. counseling for 7 years consecutively and carried out the arduous task efficiently by the helping hands of the faculty members from other Arts and Science and Teacher Education Colleges in Chennai.

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?

a) Research

- ❖ During the previous accreditation, only a few faculty members had completed their Ph.D. and there was no Research department. Ph.D. programme was reintroduced in the year 2013 and 8 faculty members obtained their guideship for M.Phil and Ph.D from the parent university and other universities in Tamil Nadu.
- ❖ The members of staff are given the opportunity to involve in research related activities in the college and other institutions. They are permitted to avail leave on duty to attend seminar and conferences.

- ❖ The research scholars are encouraged to take up research on contemporary issues based on their interest. The list of Recognized Guides and Ph.D scholars registered under their guidance are as in **(Appendix – 3.1.1)**
- ❖ Our research scholars are encouraged to present papers in national and international conferences and publish research articles in journals.

b. Consultancy

- ❖ Many of the members of staff have been taken up consultancy service in various Universities, College, schools, etc **(Appendix – 3.3.2a)**
- ❖ Our staff member serves as member in various committees Like NCTE, TNTEU, IQAC, etc.
- ❖ They are the members of various boards and councils in various institutions of Higher Education.
- ❖ The newly recruited faculty members of other self-financing B.Ed. and M.Ed. colleges get the expert guidance from the members of staff of our college.
- ❖ The institution is the Counselling centre for B.Ed. distance programme of Madurai Kamaraj University for the past 4 years.

c. Extension Activities

- ❖ The institution proposes to start an extension department to provide extension services to the schools, other private teacher training institutions, and schools.
- ❖ As the B.Ed. programme is about to become a two-year duration from 2015-16, we planned to start a few clubs like sustainable development club, Consumer Awareness Club, Guidance and Counseling club etc and encourage student teachers to select a activity and participate in it for the welfare of the community.
- ❖ Student teachers are taken to old age homes; special schools etc. and serve the needy.
- ❖ Inter collegiate and inter School competitions are conducted to develop the over-all personality.

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

- ❖ The research department is trying to motivate researchers to take up contemporary topics for their research. All M.Ed. students and M.Phil. scholars have been

awarded with their respective degrees, during the last five years under the guidance of dedicated faculty. **(Appendix 3.6.2)**

- ❖ Our faculty members have attended 205 seminars, workshops and conferences and presented 185 papers. Many of our faculty have acted as resource persons/ chaired session in state/national/ and international workshop/seminars/conferences. They have published nearly 100 articles in the research journals and monographs during the past five years. **(Appendix 3.1.4 & 3.2.5)**
- ❖ Our Ph.D. research scholars participated in State/National/International seminars, workshops and conferences and presented 78 papers. **(Appendix 5.3.3)**
- ❖ The college has set up Research Cell equipped with two PCs with internet connection and subscribed e- journals, multicopier, etc.

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

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

Research

- ❖ During the previous accreditation, only a few staff had completed their Ph.D. and there was no Research department.
- ❖ Not much Extension activities were taken up by the institution due to lack of funds.
- ❖ The college should try to collaborate with other institutes.

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

- ❖ Any institution in order to be vibrant needs to be involved in research and innovation activities. Ph.D. programme was reintroduced in the year 2013 and 8 members of staff obtained their guide ship for M.Phil and Ph.D from the parent university and other universities in Tamil Nadu.
- ❖ The members of staff are motivated to present research paper, guide research scholars and carry out research projects by availing fund from various funding agencies in India and abroad.

- ❖ A research committee has been constituted under the chairmanship of Principal and the all the members of staff who are recognized to supervise Ph.D. and M.Phil. The committee meets to discuss issues related to scholars and topics.
- ❖ The members of staff are given the opportunity to involve in research related activities in the college and other institutions. They are permitted to avail leave on duty leave to attend seminar and conferences.
- ❖ The research scholars are encouraged to take up research on contemporary issues based on their interest. The list of Recognized Guides and Ph.D scholars registered under their guidance are as follows:-
- ❖ Our research scholars are encouraged to present papers in national and international conferences and publish research articles in journals.
- ❖ Many of the staff member have been taken up consultancy service in Various universities, College, schools, etc.(Refer staff profile)
- ❖ Our staff member serves as member in various committees Like NCTE, TNTEU, IQAC, etc.
- ❖ They are in various boards and councils in various institutions of higher education.
- ❖ The institution is the Counselling centre for B.Ed. distance programme of Madurai Kamaraj University for the past 4 years.
- ❖ Foreign journals and e-journals worth rupees two lakhs have been subscribed.
- ❖ Five members of staff are doing the UGC sponsored minor projects.
- ❖ Our Faculty Dr.D.Hemalatha Kalaimathi has participated and presented research paper in following two International Conferences :
 1. 32nd International Conference of the Stress and Anxiety Research Society held on July 18-21, 2011 at West Falische Wilhelms University, Muenster, Germany.
 2. 30th International Congress of Psychology held at Capetown, South Africa held at Capetown International Convention Center during 23-27 July 2012.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

I. Yes. The institution has the physical infrastructure as per NCTE norms.

A) Infrastructure facilities for curricular programme (Area in square feet)

GROUND FLOOR

Built Area	Area Space
1. Physical Fitness Centre	1500sq.ft
2. Medical Room	1500sq.ft
3. Bathroom for Students	2500sq.ft
4. Toilet For Students	300sq.ft
5. Restroom(Store room)	640sq.ft
6. EB room	300sq.ft
7. Store room	1000sq.ft
8. Toilet for Gents	300sq.ft
9. Conference Hall (2)	2000sq.ft
10. Conference Hall (3)	1000sq.ft
11. Toilet Room (2)	600sq.ft
12. New Toilet (5)	1200sq.ft

FIRST FLOOR

Built Area	Area Space
1. Principal's Cabin	1900 sq.ft
2. College office	2000 sq.ft
3. Senior Staff Room - I	640 sq.ft
4. Staff Room -II	640 sq.ft
5. Computer Lab	1280 sq.ft
6. Office Cash Room	300 sq.ft
7. Rest Room for Staff	500 sq.ft
8. Rest Room for Students	500 sq.ft
9. Controller of Examination Room	1550 sq.ft
10. Controller of Examination Room (store room)	300 sq.ft
11. Physical Science Laboratory	1300 sq.ft
12. Staff Room – III (Physical Science)	1000 sq.ft
13. Biological Science Laboratory	2000 sq.ft
14. Staff Room– IV (Biological Science)	400 sq.ft
SECOND FLOOR	
15. Psychology Laboratory	2000 sq.ft
16. Staff Room – V	400 sq.ft
17. Staff Room – VI (Home Science)	640 sq.ft
18. Staff Room – VII	640 sq.ft
19. Language Lab	700 sq.ft

20. Ph.D. Scholar Room	1300 sq.ft
21. Library	1500sq.ft
22. Geography Class Room	1500sq.ft
23. Store Room	300sq.ft
24. Audio-Visual Lab	2000sq.ft
25. Store Room (computers)	640sq.ft
26. Staff Room - VIII	640sq.ft
27. General Tamil Class Room	2000sq.ft
28. Staff Room - IX (Tamil)	400sq.ft
29. Auditorium	12000sq.ft
30. Cellar room (Auditorium)	640 sq.ft
31. Gallery (Conference Hall)	3000sq.ft
32. Gallery (Store room-1)	640sq.ft
33. Gallery (Store room-2)	640sq.ft
34. Maths Class Room	2200sq.ft
35. Biological science Class Room	2200sq.ft

**NEW BUILDING (5 CLASS ROOMS)
(GROUND FLOOR)**

Built Area	Area Space
1. Class Room -1 (B.Ed)	1200sq.ft
2. Class Room-2 (B.Ed)	1200sq.ft
3. Class Room-3(B.Ed)	1200sq.ft
(FIRST FLOOR)	
4. Class Room-1 (M.Ed)	1200 sq.ft
5. Class Room-2 (M.Phil)	1200 sq.ft
6. Rest Room for Students	1200 sq.ft

B) Infra structure facilities for co-curricular programmes

1. Physical Fitness Centre	4500sq.ft
2.. Home Science Block	5000sq.ft
3.Higher Education Block	6000sq.ft

C) Other facilities

1. Principal's quarters	2000sq.ft
2. Parking area	1000sq.ft
3. Ladies Hostel - 1	25,100 sq.ft
4. Ladies Hostel – 2	23,100 sq.ft

D) Total Building Area (in square feet) - 16 acres.

II. Amount invested for developing the Infrastructure

As the college is a Government college there is no provision to have Estate Office for overseeing maintenance of buildings, class rooms and laboratories. The maintenance of the entire college is undertaken by PWD (Public Works Department of TamilNadu).

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

- ❖ Various initiatives have been undertaken by the Government with a clear perspective to meet the short term and long-term objectives.
- ❖ In order to stay and study, hostel facilities are available for B.Ed., M.Ed., M.Phil & Ph.D students in two buildings. Principal is the warden of the hostel and one teaching faculty is appointed as a deputy warden. One matron is also appointed to stay in the hostel premises.
- ❖ Totally, 33 rooms are available to accommodate 131 students who have come from all over Tamil Nadu stay in the hostel. For recreation and to know the news, televisions are provided. Newspapers are also made available for them.
- ❖ Our mess equipped with good dining hall. Hot water facility available in bathrooms and potable water are supplied to the students. Cots, Fans, mosquito nets, tables and chairs are provided in each room.
- ❖ Our college has a well –equipped, air – conditioned Computer laboratory with 20 terminals, having LAN facility with Broadband Internet facility. The college has a language laboratory, loaded with a software on the theme ‘Tell Me More English’, comprising of three lesson modes, namely (i) Free to Roam mode (Lesson / cultural/ Vocabulary / Grammar / Oral / Written workshops), (ii) Guided mode (Dialogue / word searches / Picture association/ Word association / Right word / Word order / Mystery phase / Grammar Practice / Fill in the blanks / Words and topics / Video and questioning) and iii) Dynamic mode (Comprehension / Expression / Vocabulary / Grammar).

- ❖ Library is utilized for reference work and for the enhancement of knowledge. Department library books enable them to have hands on information on the specific subject.
- ❖ The indoor sports training facility would enrich the health and the sports activities for the future teachers.
- ❖ A well –Equipped Audiovisual Lab is available with all the audio – visual equipments and study materials.
- ❖ A modern psychology laboratory consisting of latest verbal and performance tests helps to provide our teacher trainees with laboratory based experiences and to translate into relevant skills for effective interaction in their classroom practices.
- ❖ Laboratories for Physical Science and Biological Science with necessary equipments are available, with a provision of one period per week in the timetable for practical sessions in the B.Ed. curriculum.
- ❖ A professionally furnished Principal Room and office of the Controller of Examinations functions in our college to conduct examinations periodically and issue certificates on time.
- ❖ Classrooms are converted into Hi- tech learning centers with touch sensitive SMART boards, comprising of four digital Equipments, a computer's video output projector and a key board. This large touch – sensitive white boards are loaded with various curricula, under different streams of board namely CBSE, ICSE and Samacheer kalvi.
- ❖ Two model schools are functioning for teaching within our college campus. Thus, the college ensures adequate availability of physical infrastructure and its optimum utilization to keep pace with the academic growth.

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

The institution continuously augments its infrastructure for the following Co-curricular / Extra-curricular activities:

- ❖ In order to provide computer literacy and to prepare software materials in teaching, an air-conditioned computer laboratory with 20 terminals is utilized. LAN facility together with broad internet facility is also available.

- ❖ A language laboratory loaded with a software on the theme ‘Tell me more English’ is useful to develop communicative ability of the students.
- ❖ Audio- Visual room facilitated with modern equipments such as interactive white boards, five over head projectors, 3 LED TV, digital video camera, etc. is well utilized to provide hands – on training for effective use of audio – visual equipments.
- ❖ A well-equipped psychology laboratory with 300 verbal and 20 performance tests is utilized to enhance research culture among the students.
- ❖ Physical Science laboratory consists of instruments / materials like moving Coil Galvanometer, Meter Bridge, Physical Balance, Test Tubes, Conical Flasks along with Acids and Salts, etc. to make practical sessions effective.
- ❖ Biological Science laboratory with various items such as specimens (plants and animals), skeleton, microscopes, aquarium, etc. is useful.
- ❖ Our institution is aimed at providing priority to physical education sessions also. A spacious ground with volleyball court (2 Nos), badminton / Tennikoit court (4 numbers), throw ball courts (2 numbers) together with sports equipments such as Javelin, Discus, Shot-put, etc. are available to motivate our teacher trainees to excel in sports and games also. Indoor games such as Chess, Carom, etc. are also available.
- ❖ About 160 books are kept in the library to provide training in NET/ SET/ TET examinations and other competitive examinations.
- ❖ In order to develop spiritual values among the student teachers, morning prayer assembly is organized every Monday in our college.

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.

Our college premises are utilized for the following programmes:

- ❖ B.Ed distance mode programmes of Madurai Kamaraj University (MKU) functions for the past 5 years.
- ❖ The meeting of Alumni Association of our college is conducted every year.
- ❖ The college library is open to passed out students, faculty of our model schools and research scholars from various universities and B.Ed students through MKU.

- ❖ The college auditorium and playground is utilized of sports and cultural events by various schools, including teaching practice schools, Colleges and Corporate sectors.
- ❖ The in-service training programmes are conducted for the benefit of Government, Government Aided and Private Schools.
- ❖ Tami Nadu Teachers Education University is functioning in the building which belongs to this college.
- ❖ Our parent University conducted zonal level Principals meeting on 15. 09.2009 in the Auditorium and used it to carry out the different administrative works related to Controller of Examinations office.

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

- ❖ The college is keenly interested on health and hygiene related support services for its students, faculty and non- teaching staff. Health and Hygiene is ensured by providing potable water by RO installing unit and a cooler facility both in the hostel and the college. Rest rooms are cleaned and monitored regularly.
- ❖ Special medical care during emergency is provided our Honorary Doctor Dr. Anuradha Ramanan for any emergency medical take care; our students and members of staff visit to the Government hospital, which is near to the college.
- ❖ All permanent teaching and non-teaching staff are paying a nominal fee of Rs. 150/- per month from their salary towards New Health Insurance Scheme, for the purpose of medical insurance, which will cover the entire family of the staff.
- ❖ ‘Exploration camp for holistic health’ was conducted for all the students and members of staff.

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. Our college caters to the residential requirements of the students. Two hostels for women are functioning in a serene environment, with a capacity of 70 women respectively.

The particulars of room available in the hostel as follows:

S.No	Room	Number
1.	Students Room	33 numbers
2.	Guest Room	1 number
3.	Recreation Room	1 number
4.	Warden Room	1 number
5.	Sick Room	1 number

The College hostel is a two-storey building with 33 rooms and each room's occupies an area 700 sq. feet respectively. A separate dining hall of 2000 sq. feet is available. There are 10 toilets and bathrooms.

Each hosteller is provided with a cot, table and chair. Each room consists of an electric fan and adequate lighting. Hygienic food with purified potable water by RO is served. The mess functions on the dividing system by hostellers, as a co-operative endeavor in which vegetarian food is provided. Two wardens under the leadership of the Principal monitor both the hostels. Six sanitary workers are working in the hostel to maintain the cleanliness. Recreation activities such as Outdoor/ Indoor games, Yoga, Music, Television, Newspaper, and Computer facility are provided to our hostellers. Volleyball court and badminton / Tenni-koit court are also available within the premises.

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, Laboratories, Furniture, Equipments, Computers, Transport/Vehicle).

The following table shows the Budget and Expenditure of the above infrastructure:

Particulars	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014
Building	6 lakhs	17 lakhs	7.50 lakhs	-	-
Labs	-	5 lakhs	4.50lakhs	-	-
Furniture	10 lakhs	1.5 lakhs	-	-	-
Equipment	5 lakhs	4 lakhs	2.5 lakhs	8 lakhs	15 lakhs
computers	-	2 lakhs	2.5 lakhs		5 lakhs
Books	-	2 lakhs	-	-	5 lakhs
Extension Activities	-	-	-	-	13,71,000

4.2. 2 How does the institution plan and ensure that the available infrastructure is optimally utilized?

The college is situated in a conducive environment of 16 acres. The physical infrastructure facilities such as two multipurpose halls, five classrooms, staff rooms (separate rooms for women staff), a well stacked library, modernized media centre, high technological computer laboratory / Language laboratory with internet surfing and physical science / biological science / psychology laboratory are available in the college to keep pace with the academic growth periodically. All laboratories are well equipped. All laboratory works, supplementing teaching learning process, are carried out per week for an hour on regular basis to ensure their optimum utilization.

Our college campus has two Football cum Hockey grounds, Cricket ground, Tennis court, Volleyball court- 2, throw ball court – 1 badminton / Tenni-koit court - 3, which are utilized by our students to enhance their physical fitness. Provision for indoor games is also made available to the students.

Apart from the college building, two model schools namely Lady Willingdon Higher Secondary School and Model Secondary School (Government School) are functioning in our college campus.

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

- ❖ The college is keen on maintaining the environment with the help of the Horticulture Department of Tamil Nadu. New saplings are planted every year to keep the entire campus green which symbolizes prosperity.
- ❖ All constructed buildings have provision for Rain Water Harvesting. Since the campus is located in a sandy shore, the natural rain water percolates into the soil and restores the ground water table.
- ❖ Nature Club of this college organized panel discussions on issues such as water conservation, pollution, minimal use of plastic bags, replenishment of natural resources, etc.
- ❖ A social awareness and Science exhibition conducted to highlighting the issues related to environmental sustainability.

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 college has a qualified librarian assisted by support staff to maintain the library and make it functional.

- ❖ The library is equipped with necessary infrastructure and equipment facilities.
- ❖ Library has Circulation counter, Digital Library, Reference room, enough space for storing the books in cupboard both in the ground floor and upstairs, research centre.
- ❖ Separate facility is there for storing teaching equipment and also back issues of the journals.

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

The following library resources are available to the staff and students

Resources	Volumes
Library Books	16400
Reference Books	3000
National Journals	28
International Journals	10
Encyclopedias	65
News Papers Tamil & English	03
CD ROMs	20
Computers with internet access	10
Software related to Library Management Services	01
Full text e- journals & e-books} (Subscribed through N-LIST) }	19,000+e-books 7,000+e-journals
SAGE E-Journals	10

During last five years 3533 books are added in the Education section of the Library. Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room. The Library also provides the Open access facility for the Faculties from outside and the teachers of practice schools. **(Appendix 4.3.2)**

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.

There is a library committee, which meets at least twice in an academic session.

- ❖ Library committee performs the role of advising the library on its growth and development. It also acts as an interface between the library and management and between the user groups for ensuring smooth functioning of the library operations.
- ❖ It develops a general programme of library services based on the requirements of different category of users and also to frame, review and approve library rules.
- ❖ Faculty and students are provided with regular reader advisory service and also user orientation programmes are frequently organized to familiarize and encourage students and staff to optimally utilize the library.
- ❖ It works out to formulate guidelines for developing library resources for reading, reference and projects.
- ❖ Library committee meets to recommend suitable budgetary provisions for the library resources.

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

- ❖ Yes, the library stock and services are computerized. We have computerized the library with **Autolib Library management software** installed. Through which; We created a database and update it regularly. This database includes records of all the resources in the library, which includes books and thesis.
- ❖ OPAC service is also enabled which allows to search various types of resources based on important fields. It is designed and customized in a user friendly way.
- ❖ Previous year Final semester Exam Question papers of the institution and the Model and University Examination Question papers downloaded from TNTEU websites; cataloguing of digital resources like e- article and web resources on education.
- ❖ Library have also computerized the Gate Register using Bar Code Technology.

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 Computer, Internet, and Reprographic facilities. There are ten Computers for the readers with internet facility, students and staff can make use of it during library working hours. Students are also provided with reprographic facility, scanning facility at nominal cost.

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

Yes. We have subscribed INFLIBNET project titled 'National Library and Information Services Infrastructure for Scholarly Content (N- LIST)'. We have registered with N- LIST programme enrolling all the staff and departments, have obtained login ID; and pass word to make use of the e-resources subscribed by the N-LIST program. We have also planned to register all Post Graduate students and research scholars individually in the subsequent years. **(Appendix-4.3.6)**

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 remains open about 285 working days in an academic year from 10.00A.M To 5.00 P.M. and access is allowed to all regular students. Library services are open on all working days from Monday to Saturday.

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

New arrivals are displayed in the showcase and the latest issues of journals are kept on display.

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 this book bank, books lending facility is extended to economically weaker student teachers. These books are retained by these students up to the end of final examinations. Eligible student teachers apply for this facility to the principal. The

principal after consulting with the concerned staff members give permission to the student teacher.

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

For easy accessibility to the library, librarian personally attends the physically challenged students.

The institute offers special facilities for visually and physically challenged students. Syllabus oriented Audio CDs for subjects like Educational Psychology, Educational Challenges, Educational Innovations, Optional subjects, Dictionaries and DVD player are available for Visually Challenged students. Delphi (a reading assistance software) installed systems are given for visually impaired students to use them effectively.

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.

A well- equipped Computer cum Language Laboratory with all the necessary hardware and software equipments, functions on all working days from 9 a.m. to 5 pm. Five periods per week are allotted for giving hands – on training to make our students computer literates. The computer laboratory also serves as a digitized language laboratory. Five periods per week are allotted for language laboratory, which helps our students to improve their proficiency in speaking the international language ‘English’.

Hardware and Software:

Our college computer laboratory has 20 computers with all the accessories, speakers and headsets, high capacity UPS with battery back-up of 20 batteries, 3 printers and Braille Typewriter, JAWS is available for visually challenged students.

Internet Connectivity:

Unlimited broadband internet facility is available for the students to collect the necessary information for their studies, to send e-mail, to read various articles, etc. It is also beneficial for the staff to collect more information for teaching and research.

Audio- Visual Aids:

A SMART 3D Television, LCD Television, Over Head Projectors, LCD / DLP projectors, SMART boards and Digital video cameras with projector, SMART boards and professional video cameras with projector play a massive role for the enhancement of the teaching – learning process. The students and the faculty use projectors to present their subject content for every presentation. The staff and students use television and video cameras, during the microteaching sessions to get constructive feedback which zeros in perfect self evaluation.

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. To make the student teachers technologically fit, computer education is made mandatory in the B.Ed. curriculum. Construction of question paper and preparation of documents using MS- word, handling spreadsheet, preparation of PowerPoint presentation, creating and sending e- mail, browsing the internet, etc. are some of the major skills included in the curriculum. The teacher trainees develop skills to use computer peripherals like printers, scanners, and smart boards. Postgraduate students are trained to analysis and interpret research statistical data using MS-Excel and SPSS. All Students are promoted to use Internet to develop knowledge and use of free downloadable materials available.

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

- ❖ The faculty utilizes ICT for acquiring new knowledge through browsing for class teaching and to get additional inputs to enhance the teaching learning process. Smart boards and the Interactive board are used by the staff and students during the teaching- learning phase.
- ❖ The college incorporates the use of ICT in the curriculum transaction process. Our faculty adapts Computer Aided Instruction and Computer Managed Instruction in their teaching process. Most of the faculty delivers lectures with the help of PowerPoint presentation. Each faculty has Desktop computer for their official use. The college has supplied desktops for all the permanent teaching staffs. The faculty adapts ICT in the valuation of assignments, preparation of

question papers, correction of seminar write – ups and assessment of research projects.

- ❖ Students make use of the computer for preparing assignments, note taking, web evaluation and seminar presentation. Research scholars are trained in data entry and analysis of data using relevant computer packages (MS- Excel and SPSS). They make use of ICT for gathering information, related to the theoretical framework of their area of research and collection of relevant related literature based on the major variables of their investigation.

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

All student teachers prepare a minimum of one lesson plan on Power-point for teaching, during their teaching practice. They adopt ICT in their teaching learning process. During curriculum transaction in the classroom, they use Power-point presentation, SMART boards and OHP. They use computers to prepare achievement test question papers. Student teachers make their lesson plans and prepare Power-point slides to deliver their lessons during micro teaching. The student-teachers present their seminar through transparencies on OHP. For the preparation of different kinds of teaching-aids also, they make use of ICT, so that teaching will be vivid and interesting.

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 program), to other institutions and to the community.

- ❖ The student's teachers are encouraged to create an e- mail ID in order to communicate with their fellow mates. Student teachers are encouraged to prepare their Power-point presentation for their teaching with the help of ICT and are allowed to browse the internet.
- ❖ The college also serves as B.Ed. study centre for Madurai Kamarajar Univeristy for a two-year Distance Education programme.
- ❖ Coaching classes conducted for weaker section of students in the evening.

- ❖ Organizing cultural events in the auditorium of the College.
- ❖ As Extension Service, our college conducts in service programmes for the teachers working in schools at various levels pertaining to the need of the hour.
- ❖ Members of the alumni, teaching practice school teachers and researchers of various universities are given a freehand to use the library for references, with the prior consent of the Principal.
- ❖ The vast play ground of our college premises is used by Chennai City Traffic for the periodical parade practice during weekends.
- ❖ Conduct of cultural and other activities such as Book fair, Exhibition and Cultural programs by different organizations.

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

Audio- Visual facilities are provided to enhance and enrich the teaching learning process.

- ❖ Each department is equipped with a SMART board to facilitate teaching learning process.
- ❖ All students are encouraged to use OHP and PowerPoint during their practical examination.
- ❖ Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions.
- ❖ CD's and audio cassettes for language development are also available. Slides and transparencies made by the student-teachers themselves are also available.
- ❖ Proper training is given for the effective use of audiovisual teaching aids.
- ❖ Air conditioned audio- visual laboratory is well equipped with LCD projectors with Screen, LED TV, Video cameras, Interactive white board, Laptops, Over Head Projectors, Epidiascope, 16 mm Film Projector, Slide Projector, Public Address system, etc. which are utilized for 5 periods in a week by the student trainees in the following ways:

- a. Getting feedback through the recorded video coverage during Microteaching session.
- b. Providing hands – on training on operating various well sophisticated electronic gadgets in teaching like OHP, Video Camera, Audio / Video Player, LCD Projectors.
- c. Providing rich exposure in the preparation of two – dimensional / three dimensional teaching material such as charts, models, transparent sheets, slides, power point presentation, to be utilized during their internship.

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 Computer cum Language Laboratory, Educational Technology Laboratory, Psychology Laboratory, Physical Science and Biological Science Laboratories which are utilized by the students to the maximum, the details of which are given below:

- ❖ Both faculty members and students in the form of getting learning materials from various sources through internet facility, preparation of Power-point presentation, construction of achievement tests and other profiles related to evaluation utilize computer laboratory. The research scholars also use the computer laboratory to get relevant information for their research. The research scholars also use the computer laboratory to get relevant reviews of related literature and theoretical framework of their investigation, to prepare the dissertation of their research work.
- ❖ The students to improve the English speaking skills among the student teachers in batches use language laboratory.
- ❖ The purpose of Educational Technology laboratory is to train, prepare and use Audio- Visual equipments by the students in the teaching learning process for an effective outcome.
- ❖ Psychology laboratory extends its facility to the student teachers to acquire knowledge about administration of psychological tools in the classroom. The teacher educators demonstrate minimum six psychological experiments, keeping the teacher trainees as subjects, explaining the theoretical back ground and

inference of each experiment. Research scholars also get an opportunity to go through different types of Standardized Research Tools,(Questionnaires, Inventories, Assessment Scales) and utilize the same in their research study.

- ❖ Physical Science laboratory and Biological Science laboratory are appropriately utilized by the students. One period per week is allotted for carrying out practical work in these laboratories.
- ❖ Science and Mathematics Lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton, mathematical models, projector etc., are also available
- ❖ All the laboratories are well maintained through respective staff – in charge. In the Computer cum Language Laboratory, the computers and their accessories are subjected to physical verification every year. Servicing the equipments, replacing the damaged material and purchasing consumable articles are undertaken periodically by the staff – in charge concerned.

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

- ❖ The institution has two spacious, good ventilated multipurpose halls attached with SMART board facilities. The main hall is well utilized for morning assembly, guest lectures, state level/ national seminars and inter/ intra- collegiate programmes. The seminar hall is highly beneficial for viva-voice examination for the research scholars.
- ❖ SUPW demonstrations are conducted in the seminar hall.
- ❖ Students who have exceptional talents in playing musical instruments are given opportunity to play instruments like keyboard, guitar, violin etc. during the morning assembly. Our college students play an active role in the all functions and celebrations of the college.
- ❖ The auditorium is used for various programmes like College Day, Graduation Day or any sort of cultural and educational related activities. It acts as a common ground for students, faculty members and renowned educationists for the regular interfaces, conferences, seminars and other events. For organizing cultural events

and seminars, this hall is equipped with communication tool like public address system.

- ❖ Adequate ground facilities are there for playing Tennis, Badminton and volleyball. Indoor games facilities are also available for chess, skipping and carom board.

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 provides a conducive climate for effective ICT teaching-learning process. All classrooms are equipped with smart boards, with inbuilt software of ICSE, CBSE and Samacheer Kalvi syllabus. All classrooms are provided with green boards and an additional standing board for peer teaching sessions.

4.6 Best Practices in Infrastructure and Learning Resources

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

The institution enables the classroom environment to be instrumental in incorporating the technology. Every faculty member provided with desktops computers. Desktop computer is given to plan, prepare, present and preserve the related subject matter for effective teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching.

- ❖ Different types of techniques and technologies are used in demonstration classes.
- ❖ The faculty members are constantly encouraged to acquire ICT skills. A One Day Training program on 'Techno-pedagogy' was organized for the delivery of instruction.
- ❖ Teachers create such situations for providing conducive environment to the students for appropriate learning.

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

- ❖ Students are given web-based assignments, which are part of the curriculum.
- ❖ Assignments on different papers are sent through e-mail to the staff concerned.

- ❖ Every student teacher prepares & submits two worked out OHP transparency sheets.
- ❖ Demonstrating the use of SMART board to the students helps them in facing the challenges in the schools.
- ❖ Post Graduate students are initiated to use SPSS packages for research purpose.

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

- ❖ The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- ❖ Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.
- ❖ Library is computerised with open access and book bank facility along with adequate reading space.
- ❖ ICT facilities are optimally used by the faculty and students.
- ❖ Digitized library with global multi- technology and INFLIBNET facility are available.
- ❖ Our students are well trained to face the learners of the digital era.
- ❖ Internet facilities are provided with the provision of taking print out and photo copies.
- ❖ Student who are physically and visually challenged are given CDs and audio cassettes.
- ❖ Display boards of Mission, Vision and objective of the Institution
- ❖ ‘Suggestion Box’ is also available in the college premises. The needs of students and their suggestions in the suggestion box are attended on priority.
- ❖ The performance of the teacher educators is assessed with the proper feedback mechanism.
- ❖ The College organize and cultural programmes gives the students opportunity to exhibit and express their talent.
- ❖ Indoor & outdoor games facilities are given to students.
- ❖ College located in prime location with easy access by Bus & Train
- ❖ Good academic ambience and comfortable climate.

- ❖ Basic facilities in terms well maintained hostel for Girls, RO drinking water, Fire extinguisher and Auditorium available.

Further, they are encouraged to download / take up copy any relevant materials for study in their pen drives.

Additional Information to be provided by Institutions opting for Reaccreditation / 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?

- ❖ Library has been digitized. The online resources in the library have been upgraded with 19,000 + e- books and 7,000 + e- journals through N-LIST Database.
- ❖ Photocopying facility is made available for all the students.

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

- ❖ All our instructional centers are facilitated with touch- screen SMART digital boards.
- ❖ Our library has AUTOLIB software, OPAC and bar coding facility.
- ❖ Media centre has an Interactive white board, 5 LCD projectors, Laptops and five OHPs.
- ❖ Our PA system has 4 ohms 2 × 1100 watts dual amplifiers, 300 watts box speakers, cordless microphones, 16 channel analog mixer, stereo graphic equalizer and DVD player.
- ❖ A power supply generator (125 KVA), a digital photocopier, a water cooler, an LED Television, a Digital video camera, biometric software for college office and library and UPS for computer laboratory are purchased with the financial assistance of UGC.
- ❖ Separate study halls are made available in hostels.
- ❖ The college students visit the libraries of British Council, American Embassy, Anna Centenary, Connemara, University of Madras and other Teacher Education Institutions in Chennai.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

On the first day of the academic year, an introductory program is conducted to have and create a mutual understanding between the students and teachers. This will help the students to know the faculty members, facilities and resources available in the institution. Moreover, it also helps the new students to be familiar with various curricular and co-curricular, administrative setup and regulations of the institution.

- ❖ Our college PTA members interact with the parents and brief them about the attendance, scholarship and stipend details, guidance services, uniform, hostel facilities etc.
- ❖ College IQAC collects relevant information about the students to know their interest, ambition and expectations.
- ❖ Then students are divided into groups and provided with relevant inputs. The concerned department teacher educators ascertain the student teacher's entry level i.e. in depth knowledge and understanding of the content. The second optional subject for UG students is allotted to students based on which medium of instruction Tamil/English, and their proficiency.
- ❖ According to their major subject, the methodology for teaching subject is taught.
- ❖ After learning the methodology, experienced teacher from reputed schools demonstrate model classes.
- ❖ Then micro-teaching sessions are conducted and the student teachers practice different skills and they are video graphed to be shown to them and the next year students. Here, the concerned subject teachers provide valuable suggestions and feedback.
- ❖ To gain school experience the students teachers are allowed to visit their allotted schools to observe the actual mentor classes.

- ❖ The college has an independent system for student mentoring and support. The office provides all the necessary support services for the students for admission fee collection, scholarship, and linkage between the college and the university / DCE.
- ❖ The COE office takes care of the Registration, Exam fee collection, issue of hall ticket, evaluation, publication of result, revaluation, supplementary exams and other academic activities. The heads of the departments play a key role in mentoring the students at the departmental level. They act in consultation with the Principal.
- ❖ The college offers personal enhancement and development schemes for students in an effective manner with its limited resources. The efforts of the college are rewarded by the peaceful and respectable settlement of the students in the society. The following are some of the enhancement schemes:
- ❖ Department associations for the skill enrichment, fine arts club for the tuning General awareness programmes, Career guidance programmes, Soft skill training, Spoken English Class & SLET / NET / TET training, YRC and RRC.

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

For the (a) motivation (b) Satisfaction (3) development (4) performance improvement our campus environment promotes various programs

- ❖ For each Department has separate classrooms and laboratories
- ❖ Language lab is provided for effective communicative and Inter-active software
- ❖ Excellent computer lab for individual working
- ❖ Well-equipped psychology lab.
- ❖ A very big auditorium to space out of the college events
- ❖ Adequate classroom facilities with good ventilation and aeration.
- ❖ Digital library sustains the interest of the students.
- ❖ Moral and religious education imparted for social harmony.
- ❖ Guest lectures on various subjects for the benefit of students
- ❖ Organisation of seminars and workshops for knowledge update.

- ❖ Field visits to related areas (Science museum) to learn things lively
- ❖ Preparation of SUPW materials to make out cost effective
- ❖ Subject association meetings for academic interactions
- ❖ Club activities to display interests and talents
- ❖ TET coaching Classes for career growth
- ❖ Mentor system for guidance and counselling
- ❖ Celebrating various festivals and days (College, sports, etc)
- ❖ Placement activities for the benefit of student community
- ❖ Camps for social life understanding
- ❖ Hostel facilities to stay healthy
- ❖ Models display (prepared by the student teachers)
- ❖ Internal assessment – Continuous assessment helps the student teachers to understand their progress (CIA)
- ❖ Prizes are given to first mark holders in their subjects to motivate them.

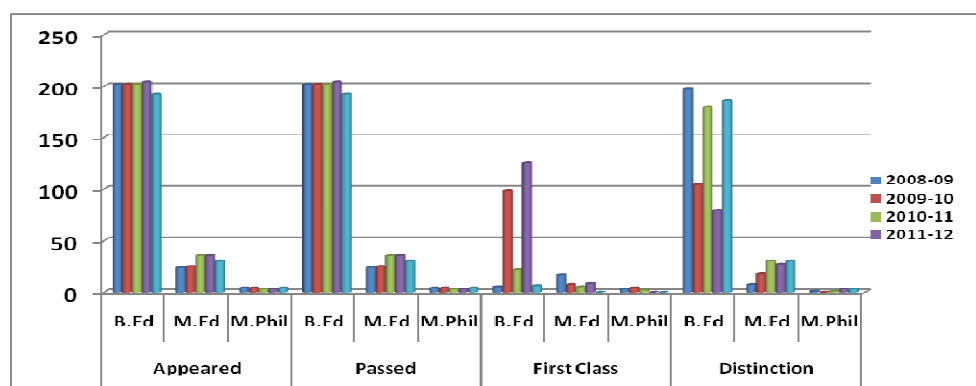
5.1.3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the dropout?

Mostly being a government institution, Institution does not have dropouts, but due to unavoidable situations like placement in government, sector and health reason a few students left the institution before completing the course.

Year	Course	Appeared	Passed	%	First class	Distinction
2009-10	B.Ed.	202	202	100%	98	104
	M.Ed.	25	25	100%	7	18
	M.Phil.	4	4	100%	4	-
2010-11	B.Ed.	202	202	100%	22	180
	M.Ed.	35	35	100%	5	30
	M.Phil.	3	3	100%	2	1
2011-12	B.Ed.	204	204	100%	125	79
	M.Ed.	35	35	100%	8	27
	M.Phil.	3	3	100%	-	3
	B.Ed.	192	192	100%	6	186

2012-13	M.Ed.	30	30	100%	-	30
	M.Phil.	3	3			3
	Part time	1	1	100%	-	1
2013 -14	B.Ed.	202	202	100%	96	106
	M.Ed.	35	35	100%	6	29
	M.Phil. Part time	3	3	100%	-	3
2014 -15	B.Ed.	203	203	100%	90	113
	M.Ed.	35	35	100%	11	24
	M.Phil. Part time	4	4	100%	1	3

PROGRAMME WISE SUCCESS RATE



- ❖ To avoid interruption in power supply we have power back-up system (AC/DC generator).
- ❖ For safe drinking water, the college has reverse osmosis purifier plant.(RO)
- ❖ The college has playground and adequate place for sports activities.
- ❖ For contacting old students association council meetings, we maintain visitor's book /address book for students and members of staff.
- ❖ To help the students in their personal and academic affairs, the college has guidance and counseling cell.

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

Needed additional services are provided to students for enabling them to be competent for jobs and progress to higher education.

- ❖ For the employability, members of staff motivate the students to attend various interviews and inform about the vacancy available in different institutions.
- ❖ College conducts coaching classes for NET/ SLET, SET and TET exams. The members of staff prepare questions and conduct different tests for them.

Fifteen Students cleared NET examination and 40 students passed TET/PG TRB organized by Teacher Recruitment Board (TRB).

Apart from this, various other courses like 'Life Coping Skills', Communicative English, etc are offered to the teacher trainees. For all these courses examinations are conducted and certificates are given to those who get through the examination.

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

Our college has a recruiting centre, which helps the students to face the campus interview.

- ❖ After completing the B.Ed degree some students enter in to teaching profession remaining students peruse their higher education.

NET /SET	State Service	Private Service
15	65	120

- ❖ Some students after completing M.Ed from our college enter as teacher educators in Colleges of Education, Teacher Training institutions and others join M.Phil/Ph.D courses based on their research interest.
- ❖ Undergraduate students after finishing B.Ed programme make a choice to complete their post graduation in their major subject.

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, some active and needed students have come back to our college to consult their department staff members concerned to get guidance.

- ❖ Students working in schools come and utilize the human and the resources as well.
- ❖ They are permitted to attend the programmes organized in the institution.
- ❖ To pursue higher studies, they come and utilize the college library for reference.
- ❖ Other college Ph.D scholars come and use psychology lab materials and consult our students for collecting data.
- ❖ Some students come as demo-class educators and take demo classes.
- ❖ Students joined in M.Phil and Ph.D through part-time distance mode utilizes the expertise and guidance from the members of staff of our institution.

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

Yes. our college has a placement cell which executes the work with the help of a coordinator, Assistant coordinator and clerical staff. **(Appendix 5.1.7)**

Every year towards the end of the First Semester, our college receives letters from local management schools to recruit teachers, which are displayed on the notice board.

Our students are given an informative session to orient them about “writing their resume”. The coordinators prepare the list of schools, vacancies in the subject, salary etc. and display it on the notice board.

Our students based on their need, prepare resume. At the end of Second Semester, our coordinators intimate the dates for conducting interview and on those day school principals are invited to meet our students and based on their needs principals conduct second round of interview in their schools. The concerned HOD’s motivate students for further steps.

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

Some of the difficulties faced by our institution are-

- ❖ Higher Expectation on English teacher trainees.
- ❖ Wish to conduct interview in their own schools.
- ❖ Issues related to fixation of Salary.
- ❖ Distance and time. (Choice of school on their own)
- ❖ Inability to join immediately.
- ❖ Inability to take decision immediately without their parents concern.
- ❖ Lack of ability to communicate in English.

To overcome these difficulties the following steps are under taken by the college,

- ❖ College organizes spoken English class to improve English language for effective communication.
- ❖ Providing guidance services by our staff members.
- ❖ For the benefit of the students college principal and the coordinators get special permission from the head of institution to extend the period of joining.

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

Being a Government institution, our college sends our students to Government, Government Aided and Corporation schools for the teaching practice. The recruitment to these schools are through Tamil Nadu Teachers Recruitment Board and the students have to pass TET (Teacher Eligibility Test) for TGT recruitment and PG Exam for recruitment as PG teachers. But the schools that are in urgent need of teachers appoint our students and consolidated salary is given to them from PTA funds.

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

Alumni Association

The college has an Alumni association (not registered) which offers various facilities to the college such as RO Drinking water facility, Awareness programmes, interactive programmers, etc. The Alumni also sponsors endowment prizes to subject

toppers from the endowment fund. In a few departments, training programme for students are also conducted by the alumni associations.

Our college takes care of the programme expenses. The coordinator collects the letter of requisition from various schools to conduct campus interviews. The date and time of campus interviews of various schools are finalized by our principal and the schools are informed accordingly.

The following are the resources provided by the college

- ❖ Place for conducting interview.
- ❖ Provide bulletin board facilities to display the vacancies for teaching posts.
- ❖ Staff resources
- ❖ Financial assistance for the purchase of stationary by the college
- ❖ Classroom for assessing teaching competency of students teachers.

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?

Various teams of our staff members along with the principal plan different activities of the academic year. Based on the preliminary planning and the incharge for each activities are discussed. The two staff in-charge plan the activities for the whole year and finalize the dates based on which the college calendar/ handbook is finalized and printed.

The college calendar/ handbook contains the following information,

- ❖ College motto, vision and mission
- ❖ Courses offered
- ❖ Eligibility conditions for admissions
- ❖ Norms of the college
- ❖ List of Donors, proficiency and endowment prizes.
- ❖ Vacancy position
- ❖ Dates for various activities
- ❖ Number of working days.

a) Curricular Activities

Prospectus and Handbook

The prospectus of the college is updated every year and up loaded in the website. Various details regarding the multifaceted functions of the college, course requirements, various activities, their responsibilities and support systems available are provided to students every year through the website. This creates many opportunities for students to identify courses of more value in the current educational scenario.

The Handbook is revised every year and given to all students. It contains the history of the college, achievements, administration, list of faculty members department-wise, information of the various Centre's, academic and co curricular programmes, rules and regulations, different offices and their functions, fee details, prizes and student scholarships. The handbook also includes the College Calendar that gives information about holidays, college functions, test and examination dates. This is a ready reference for students and they are encouraged to carry it with them to college every day. The handbook enables students to approach the respective offices according to their need.

Based on the previous year experiences the B.Ed., M.Ed., and M.Phil courses syllabus are updated according to the changing need and various committees like Board of studies, Academic Council and governing body duly approve the updated syllabus.

- ❖ For the teaching practice, in-charge members of staff take the responsibility and arrange for getting permission from Government and Corporation schools.
- ❖ An orientation programme is conducted for the students to understand the college programme and about the institution.
- ❖ Theoretical inputs about micro-teaching and aspects are planned before micro-teaching practice.
- ❖ Students grouping are done based on UG, PG, Tamil and English options.
- ❖ Performances of students are evaluated by using different evaluation methods (continuous and internal).
- ❖ Before every semester, a model examination is conducted and the mark is included in the internal assessment marks.

- ❖ In between unit test are conducted to evaluate the performance of the students. This helps the teacher educators to understand the feedback about their teaching and can give proper motivation for better performance.
- ❖ Practical examination is conducted towards the end of second semester.

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

- ❖ Same curriculum is followed for physically challenged students. Our college has quota for Visually Challenged, five students are admitted every year in the following optional subjects (Tamil, English, History). Besides the quota, they are also admitted meritoriously through single window counseling.
- ❖ There is a separate hostel room for visually challenged facility inside the campus itself. They manage the activities, skillfully and write the examination with the help of scribe. Their classmates also help the students during the course as readers.
- ❖ Our college provides various support services to help the students. They are benefited by the Braille Books, Braille Typewriter and reading club.
- ❖ They do the record work with the help of peers. They also utilize the services given Anna Centenary library, Chennai.
- ❖ They are counseled and monitored by their faculty members concerned and other staff members.
- ❖ Physically and Visually Challenged students are sent to nearby schools like Model School, Lady Willingdon School and schools nearby their residence for teaching practice. Extra time is allotted to them during examination.
- ❖ They have peers to take care of them, who also escort them to their classes and help them in their studies. College takes special efforts to enable physically challenged students to secure Government scholarship. Visually challenged students have a provision for scribe facility from the college during tests and examinations.

- ❖ Financial assistance for visually challenged students and single girl child student are received from UGC Blind Federation of India and other NGOs. The endowment committee constituted by the industrialists, alumni and donors from the public distributes endowment prizes to the toppers at the annual day celebrations. The quantum of assistance is shown in the table in the (**Annexure-3.4.2**)

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

Apart from class room teaching, the following provisions are available for the academic mentoring in the campus: Assignments, Seminars, Workshops, Class tests, Pre-semester tests, Model examinations, Competitions, Presentations, Special classes, Model making, Power Point, Presentation etc.,

The institution has mentoring arrangement. The member conduct meeting frequently and talk to them to bring out the student's difficulties, shortcomings requirements etc. Some students share their feeling in the group. Some students privately individually meet their teachers and share their thoughts and feeling.

Various innovative strategies are adopted in teaching learning process such as technology based teaching and learning, peer teaching, mind mapping, self regulatory techniques, Role-play, etc. for proper implementation of the curriculum.

Remedial teaching programme is administered for needy students. The strength of one unit of M. Ed has been increased to 35 students from 2010-2011. They are write 5 papers (3 papers in the first semester and 2 papers in the second semester) and they undertake dissertation in the second semester.

All the students are exposed to the various methods of teaching the different subjects. Therefore, specialists in all subjects expose the student teachers to the methods to be adopted in the different subject's practical components are included in the syllabus like Educational Technology, Psychology, etc.

Co- Curricular Programme:

To let out the inner talents of the teacher trainees, several activities are conducted related to physical education, music, dramatization, dance. Our students participate in several competitions conducted by universities and other colleges. They have

participated in state level and district level sports meet. Students participated in Inter-collegiate level competitions conducted by Saradha College, Salem. Meston College, Chennai and various other colleges.

Field visits are arranged for our students to Egmore Museum, Birla - Planetarium, Dhakshanchitra and Mahabalipuram, Anna Centenary Library etc.

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

S.No.	Type	Community	No. of students	Amount (Rs)
1.	TANSCHER Scholarship	All	53	6,000/-
2.	Endowment Prize	All	50	1 Lakh/-
3.	Uzhavar Scholarship	All	25	25,000/-
4.	First Graduate scholarship	All	20	1 lakh
5.	Scholarship for visually challenged	All	12	12500/-

For SC/ST/OBC and economically weaker sections

SC/ST students are given Government Welfare Scholarships every year. An awareness about the scholarships and privileges available to them – like the Higher Education Special Scholarships, is created in them. Many undergraduate SC/ST students have benefitted through the remedial classes conducted in the college. Reading materials were provided for the students. Books were purchased to help the students for their UGC / CSIR/ NET / SET / SLET preparation. Model question papers were downloaded and given to the students.

Health Centre / Health Insurance

The Health Centre on campus has a college doctor visiting periodically on or request. Medical check- up for all students is done every year. In case of symptoms of severe illness, parents are intimated immediately. Occasionally medical camps are organized. There is a panel of specialized doctors to whom the students are referred to when necessary. Gynecologists are made to visit and give free supplements for anemia and vitamin deficiencies. Awareness programme on Aids, Cancer and Health and Nutrition is conducted in every year.

Skill development

Soft skill training is provided to the outgoing students by the trainers from outside. The career guidance cell offers other skill oriented training programmes also.

The computer literacy programme is offered to all the non-computer major students by CLP (Computer Literacy Programme). Training in Life Coping Skills is given for 30 hours in Time Management, Stress Management and Anger Management etc. The students are given regular training hours during the working hours, followed by the examination.

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

Yes, the institution has its website. www.ladywillingdoniase.com. It contains information regarding vision and mission of the college

- ❖ College admission
- ❖ Examination – Results
- ❖ Faculty members details
- ❖ Courses offered

The web site is updated frequently.

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

Yes, the institution have remedial programme for academically low achievers. Being the oldest and reputed college in Teacher Education University, only meritorious students from all over TamilNadu join in our college. Their progress is monitored through unit test and model exams.

The teaching faculties are concerned with low achiever and provide,

- ❖ Extra coaching
- ❖ Guidance & counselling
- ❖ Peer tutoring
- ❖ Small group discussions.
- ❖ Assignments
- ❖ Projects
- ❖ Computer experiences
- ❖ Teaching leaning materials
- ❖ New method of teaching etc.

Performance enhancement for slow learners

The college provides financial assistance for Remedial classes which helps the slow learners to cope with their academic demands. Some departments render tutorial classes outside the class hours.

I Action Plan for slow and fast learners

1. Incremental Teaching
2. Integration of ICT.

II Action Class Hours

- (i) Problem Solving
- (ii) Project Method

Incremental Teaching

Slow Learner in our college are identified and they are given special teaching programmes. To make the interaction more powerful and meaningful ICT integrated coaching is given to the students.

Action Plan for Gifted Children

Enrichment programmes are given to the students like special assignments (Within or outside the syllabus), work on independent projects independent library reading, field trips, preparation of model, information and materials and improvised apparatus etc., Participation in the organization of co-curricular activities and experimentation and independent research works is emphasized.

Exposure of students to other institutions

In some departments, field trips are arranged which are the part of the teaching and evaluation process for that courses. Local field trips are also arranged for the students to gain more knowledge in the subjects they learn.

5.2.7 What specific teaching strategies are adopted for teaching?

a) Advanced learners and (b) Slow Learners.

To maximize the low achievers learning. The following instructional strategies are used in our institution.

For Low Achievers:

- ❖ Members of Staff identify the backwardness in studies and arrange for remedial teaching.
- ❖ More practical oriented classes
- ❖ Role play
- ❖ Co-operative learning.
- ❖ Field Visits for live learning.
- ❖ Pay more attention and care, conduct more tests.
- ❖ Motivate the students to achieve in various fields.

For Advanced Learners

- ❖ Asked to prepare Power-points related to various topics.
- ❖ Asked to take seminars.
- ❖ Given the responsibility in peer tutoring
- ❖ Encouraged to participate in various activities.
- ❖ Considered as Role models
- ❖ Motivated to take part in competitions
- ❖ Prepare innovative teaching aids

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

College has a Guidance cell with two members of staff as in-charge. They take care of the issues and provide necessary advice to the students. They conduct regular meeting with the students in batches. They give personal guidance, educational, emotional, social etc. Mostly they solve the problems through talk therapy.

To lead a moral, safe and secured life, extra care has been taken in the part of their accommodation, studies and travel. Through career counseling many students get information about the placement cell on how to prepare their resume , curriculum vitae, write leave letters, apply for various courses etc. are given to them through guidance. Various health related guidance lectures also arranged by our institution for the benefit of the students.

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

For the welfare of the students grievance, redressal mechanism is functioning in our college. Both academic and administrative problems are address through redressal mechanism. Students give their feedback to their mentors as well as give in the written form dropped it in the suggestion box.

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

Through various ways the progress of the students is monitored like

- ❖ Internal assessment
- ❖ Questioning techniques
- ❖ Assignment
- ❖ E-assignment
- ❖ Seminars
- ❖ Group discussion
- ❖ Home test
- ❖ Model exam
- ❖ Quiz competition
- ❖ Debate
- ❖ Punctuality
- ❖ Discipline
- ❖ Absenteeism

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

Alumni Association

In the beginning itself students are exposed to the theoretical aspect of micro-teaching, writing general and specific learning objectives, lesson plan format, Blueprint, test items, episode writing, practice sessions and feedback sessions etc.

- ❖ Preparation of teaching aids, integration of various skills and strategies.
- ❖ Exposed to the demonstration class
- ❖ Students are posted to the different schools for their internship
- ❖ Teacher educators monitor the student teachers and give marks for their performance
- ❖ Teachers in the school evaluate the student teachers.

This internship continues for 40 days.

5.3 Student Activities

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

(i) List the current office bearers.

Yes, the institution has an Alumni Association.

(i) Current Office Bearers.

Dr. R. Bharathy	-	Principal i/c
Dr. Rita Rani Mandal	-	President
Mrs. V. Shyamala	-	Vice President

(ii) Give the year of the last election - **2014**

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

- ❖ Annual meets of the Alumni during the College day celebration.
- ❖ Interacting with principal and faculty members
- ❖ Providing financial assistance
- ❖ Helps in curriculum revision
- ❖ Annual enrollment of the students
- ❖ Provide various infrastructural facilities

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

SL.NO	NAME OF THE ALUMINIE	POST HELD
1.	Dr. Nirmala Thigarajan	Joint Director of Collegiate Education, Chennai RJD.
2.	Dr. Vathsala Narayanasamy	Secretary, Sivasamy Kalalaya, Mylapore
3.	Dr. K. Jagadambal	Former Principal, LWIASE, Chennai-5.
4.	Mrs. Meenakshi Sivarajan	Former HOD Dept. of History, LWIASE, Chennai-600 005.
5.	Tmt. M.J. Ratna Reknalt,	Former HOD Dept. of English, LWIASE, Chennai-5.

6.	Dr. Kiruba Charles	Former Principal, LWIASE, (Chennai-5.)
7.	Tmt. P.S. Chandra	Former HOD Dept. of Geography, LWIASE, Chennai-5.
8.	Tmt. Sheila Bose	Former Principal, LWIASE, Chennai-5. Saraboji Arts College, Tanjore.
9.	Tmt.Chandra Shanthakumar	Former Principal, LWIASE, Chennai-5. Bharathi Womens Arts College, Chennai.
10.	Tmt.Nirmala Devaraj	Former Principal, LWIASE, Chennai-5. Meenakshi Arts College, Chennai.
11.	Tmt. P. Suganthi	Former HOD Dept. of Education, LWIASE, Chennai-5.
12.	Dr. Anpuarasi	Former HOD Dept. of Tamil, LWIASE, Chennai-5.
13.	Dr. V. Hema	Former HOD Dept. of Tamil, LWIASE, Chennai-5.
14.	Selvi. S. Padmavathy	Former HOD Dept. of Tamil, LWIASE, Chennai-5.
15.	Dr. Krishaveni Arunachalam	Former Principal, LWIASE, Chennai-5.
16.	Dr. Usha Roobagunday	Former Principal, LWIASE, Chennai-5.
17.	Dr. Shamuga Sundaram	Former Principal, LWIASE, and QMC, Director of Collegiate Education
18.	Dr. Stella Soundaraj	Former Principal, LWIASE, Chennai-5. Director of Collegiate Education
19.	Dr. Andal Raghavan	Prof. (Retd.) NKT College of Education, Chennai-5.
20.	Dr. A. Thelma Rani	Associate Prof. of Computer Science, St. Christophers College of Education
21.	Dr. Bhavani	Associate Prof. of Home Science, St. Christophers College of Education
22.	Dr. Vimala Punitha Kumar	Former Principal, St. Christophers College of Education
23.	Dr. P. T. Rajalakshmi	Former Principal, LWIASE, Chennai-5. Director of Collegiate Education
24.	Dr. Kanmani	Associate Professor, Tamilnadu Teacher Education University
25.	Dr. Vijaya	Assistant Professor, Tamilnadu Teacher Education University
26.	Mrs. Devisree	Assistant Professor, Tamilnadu Teacher Education University
27.	Mrs.J. Anitha	Guest Lecturer, Lady Willingdon IASE
28.	Dr. Shameen	Lecturer, DIET
29.	Mrs. P. Latha	PG Assistant, NKT Higher Secondary School
30.	Mrs. Arulselvi	Guest Lecturer, Bharathiyar University
31.	Dr. Devi	Assistant Professor, Pondicherry University

32.	Mrs. Annapriya	Assistant Professor, Stella Matituna College of Education
33.	Mrs. Sathya	PG Assistant, Govt. Higher Secondary School

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

- ❖ Several medals in the Name of alumni's to motivate our students
- ❖ Helps in internship programme
- ❖ Demonstrate lessons to our students to perform better.

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

The college promotes participation in sports and extra-curricular activities. Students who have a good record of accomplishment in sports are given admission. Sports uniform and Shoes are provided in the college at free of cost.

Performance in cultural events extra-curricular. College conducts cultural week every year and the students who to display their talents in various actives like miming, debate, singing, dancing etc. Prizes are given to students who get the first three places.

Participation in other college events

2010-2011 -	1)	Students won prizes in the inter-collegiate cultural held at Sarada College of education, Salem.
	2)	Participated in the cultural events held at Meston College of Education, Chennai.
2011-12 -	1)	Participated in the events at Sarada College of education, Salem.
	2)	Participated in the events at BKR Colelge of Education, Tirutani.
2012-13 -	1)	Participated in the debate at IASE, Saidapet.
	2)	Participated in the cultural competitions at Christopher's College of Education, Chennai.
2013-14 -	1)	Participated in the inter-collegiate cultural programmes in IASE, Saidapet, Meston College of Education, Chennai.

Range of Sports and Games

Sports teach students the value of discipline. Every game has its own rules and regulations and all have to obey them. Every player has to bow down before the judgment of the referee. This teaches the players to respect the laws even if they do not like them. That is why we find that sportsmen are more disciplined persons than others. Games and sports also teach students to lead a corporate life. They teach them the importance of team work.

EVENTS CONDUCTED IN OUR INSTITUTION

ATHELETICS

- ❖ 100m
- ❖ 200m
- ❖ 400m
- ❖ Relay race
- ❖ Shot put
- ❖ Javelin throw
- ❖ Disc throw

INDOOR GAMES

- ❖ Chess
- ❖ Carom board

OUTDOOR GAMES

- ❖ Volley ball
- ❖ Kho-Kho

The College gives opportunity for all the students to attend the games and sports. Every day one period is allotted for sports and games. Students are divided into four houses and each house is given names like Yellow (Batch I), Green (Batch II), Blue (Batch III), Red (Batch IV). We have all sports equipments such as carom board, shot put, chessboard, Javelin, balls, etc. One professor is in charge of sports activities. Every year we conduct various sports events and students who get the I, II and III places are given medal / cups. Various events are conducted for teaching and non- teaching staff

also. Inter college sports meet among the various Government, Government-Aided colleges and Private colleges is also conducted by TNTEU every year. Students used to participate in various sports meet conducted by the other Universities also. Students won prizes in Zonal, District and State level every year. Sports day is conducted every year. During sports day Olympic torch is lighted by sports secretary. All the four house students participate in the March-past. All the students do Mass drill. The prizes are distributed on the sport day by the chief guest. **(Appendix 6.2.3a)**

List of sport prizes won for the past five years

S.No.	Years	Sports	Venue
1.	2008-2009	Chess	Meston College of Education
2.	2009-2010	Chess	Sri Sarada College of Education
3.	2010-2011	Sports Meet	TNTEU and won prizes
4.	2011-2012	Sports Meet	TNTEU
5.	2012-2013	Sports Meet	TNTEU and won prizes

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

Students involvement in publications

The students are encouraged to involve themselves in creative writing and innovation productions by the faculties and Head of the departments. The creative thoughts of the students are collected and published in the college magazine, which is published by the college magazine committee. The English and Tamil Magazine student in charge collects the articles and edits them before giving them for printing. **(Appendix 5.3.3)**

Academic and Administrative Bodies with student representatives:

Student representatives are included in Anti-Ragging Committee, Magazine Committee, Department Associations, College Union and similar bodies. The Union Members are (president, secretary, sports secretary, cultural secretary, Magazine representative, class representatives) elected by the students. They are free to express their opinions in the concerned meetings. They collect data from the students for publications.

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

- ❖ Yes, the college has an active union.
- ❖ Election is conducted after the admission for college union to select student President, Secretary, Treasurer, Class Representatives, Sports Secretary, Magazine Representative etc. **(Appendix 5.3.4)**
- ❖ In the hostel several committee are responsible for various activities like floor representative, Food Committee, Disciplinary Committee, Cleanness Committee etc.

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

Academic Council.

The Board of studies have external experts including experts nominated by the university. The details are given below.

Years	Academic Council Members
2011-2012	Dr. G. Hemalatha Principal i/c, IASE, Saidapet
	Dr. Sr. Philomina Pushpa Mary, Stella Matituna College of Education
	Dr. S. Mani, Associate Professor of History, Meston College of Education.
	Dr. G. Vijayakumar, Psychologist, Port Trust Hospital.
	Dr. Anurakha Ramana, Doctor, Sai Raj Clinic.
	Mr. G.C.Nagur, Advocate, High court of Madras.
2012-2013	Dr. G. Hemalatha, Principal i/c, IASE, Saidapet.
	Dr. Sr. Philomina Pushpa Mary, Stella Matituna College of Education.
	Dr. S. Mani, Asso. Professor of History, Meston College of Education.
	Dr. G. Vijayakumar, Psychiatrist, Port Trust Hospital. Chennai.
	Dr. Anurakha Ramana, Doctor, Sai Raj Clinic. Triplicane, Chennai -5
	Mr. G.C.Nagur, Advocate, High court of Madras. Chennai -1
2013-2014	Dr.M.Soundarajan, Professor and Head of the Department of Value Education, Tamilnadu Teacher Education University.
	Dr. A. Muthumanickam, Professor and Head of the Department of Education, Madurai Kamaraj University.
	Dr. Kalaiyarasi, Associate Professor of Computer Science, NKTC College of Education.
	Dr. Thiruvurul, Assistant Executive Section Engineer.
	Dr. Sudhakaran, Asso.Prof. of Education, Tamilnadu Open University. Chennai - 15
	Mr. R. Govindaraj, Advocate, High Court of Madras. Chennai -1

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, college collects feedback from the students on teaching curriculum and other aspects. Open feedback is obtained from the students every year. Collected feedback are analyzed for further improvement. Further, feedbacks from PTA also collected and improvements are made accordingly.

5.4. Best Practices in Student Support and Progression

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

- ❖ Various innovative strategies are implemented in our college such as TET and NET coaching. It is given for all the student teachers for better job opportunities.
- ❖ On science day, our college organizes learning – on location programme to Egmore museum. Their students learn through observation of various items.
- ❖ English Department professors organize various programmes like functional English and communication classes for developing good communication skills,.
- ❖ As for as the curricular aspects are concerned, we have committed and effective members of staff. Activities like improvised teaching aids, innovative teaching methods, soft skills, camps are organized.
- ❖ Related to co-curricular activities, the college conduct programmes such as Annual day, Sports day, different competitions, state level tournaments etc.
- ❖ Various extracurricular activities are conducted in our institution like clubs (Department-wise) organization of health camps, guidance cell. Visit to old age homes etc.
- ❖ Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment.

Coaching Classes for Civil Services, UGC-NET/SET Examinations

The college takes adequate measures to prepare students for civil services exams, and UGC-CSIR-NET/SET exams. The college adequate reading material. Department of English offers an certificate course “English for Competitive Examinations”. Guest lectures and coaching classes are conducted in the college to equip the students to write

various Competitive Examinations. There are co-ordinators for these coaching classes and they arrange classes, test, reading material and other assistance for the students. As the outcome of the classes some of the students are placed as UG and PG teachers in Govt. schools by clearing recruitment the examination conducted by Teachers Recruitment Board. Some of them have passed the NET examination; been posted in banks, and a Government services. **(Appendix 5.4.1)**

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

- ❖ Scholarships are issued to needy proportion of SC/ST/BC Candidates. With the financial assistance of UGC and TamilNadu government. **(Appendix 5.4.1a)**
- ❖ Needy students are benefited to reduce the physical ailments and psychological problems.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Various activities are conducted to improve the quality in teaching like

- ❖ Demonstration class
- ❖ Videographer microteaching sessions
- ❖ Audio-visual aids
- ❖ Introduction of revaluation and re-totaling
- ❖ Vernacular interaction incase of academic difficulty
- ❖ Visit to Special schools
- ❖ NET coaching
- ❖ TET – Special training
- ❖ Red Ribbon Club activities
- ❖ Digital library
- ❖ Language Laboratory for communication skills development

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?

Lady Willingdon IASE was started in the year 1922, with the strong motto of Tamil Nadu Government's broad vision of women's Education. Now it has grown into a large institution with all the courses such as

- Bachelor of Education
- Master of Education
- Master of Philosophy
- Doctor of Philosophy in Education.

Through the **past 94 years**, the growth of the college has been steady under the guidance and support of the Government. It has been moved along a road of expansion, reorganization, and innovation. In this institution, the rich traditions are being maintained and at the same time, there has been the forward-looking attitude and the breaking of new ground based on the needs of the society.

Lady Willingdon IASE trains student teachers to inculcate knowledge, methodology based on their subjects opted for B.Ed course, and it fulfills the requirements of the students thrust for high caliber by pursuing individual attention. The students are also trained to reach the core of humanistic values like communal, ethical, social, aesthetic and moral to serve the society.

The college continues to provide a rich environment, which is intellectually stimulating and aesthetically pleasing. The hostel provides a healthy atmosphere for living and learning together with pleasant airy location. This college provides an ample opportunity to utilize all possible curriculums to satisfy the young women to enrich themselves to face the society and their profession with confidence.

The life of a student is committed, wholesome one filled with new and varied things to do. The very most important aspect of on-campus life is the opportunity it offers to develop self-discipline, inter-personal relationships, and a sense community

responsibility, along with academic work. Out of college hours, Deputy warden cares the hostels and study hours.

The college aimed to prepare the students for leadership skills as responsible citizens, living with full consciousness of the multiple needs of the communities to bring down the illiteracy among people irrespective of communities, caste, and creed.

The college ensures its smooth progress by the co-operation members of staff, staff-student relationship to administrate better and to make for a path-needed communities. The Principal, the Teaching, the Non-teaching staff, students, and members of Alumni Association work together to achieve the vision and mission of our institution. Our college is pioneer Government institution; it receives grants from the UGC and Government to support the implementation of the mission. The evaluation and guidance we receive from the council members and students, and Alumni are always welcomed to attain goals.

6.1.2 Does the mission include the institution's goals and objects 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?

The mission statement of the institution is GOAL – “Lighted to Lighten Tirelessly”,

Vision

To be Constructive, Creative and Committed teaching personnel with due teaching accountability.

Mission

It is our mission to create in everyone an ideal teacher who is ready for creating good students teachers with commitment with awareness towards good citizenship for regional, national and global peace consciousness and progress.

Which includes the goals and objectives are:

To guide the prospective teachers to follows,

- ❖ Introduce Motherly approaches towards socially and economically weaker students.
- ❖ Acquire knowledge in the method of teaching each special course.
- ❖ Apply the acquired knowledge in real life situations.
- ❖ Develop related teaching skills.

- ❖ Enhance a liking for one's own subject.
- ❖ Imbibe good values and learn to teach same.
- ❖ Develop scientific temper along with teaching concepts.
- ❖ Imbibe Patriotic spirit to maintain the culture and traditions of the country.
- ❖ Try to be physically fit, emotionally matured, mentally sound, socially desirable, morally and spiritually good.

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

- ❖ The trust placed on the Integrity of the head of Institution by the management enhances the commitment of the leader-the head of the Institution.
- ❖ The Head of the Institution (The Principal) serves as a role model also handles the classes (Teaching) at the Post Graduate level.
- ❖ There is proper and timely dissemination of information.

Commitment

The commitment of the Director of collegiate Education (DCE) order the Principal of LWIASE executes for effective functioning the institution is made real through various committees as follows,

- ❖ The Governing Body
- ❖ The Academic council
- ❖ Board of Studies
- ❖ The Autonomy Finance Committee
- ❖ College Council
- ❖ Examination Committee
- ❖ Students Welfare Committee
- ❖ Library Council
- ❖ Hostel Committee
- ❖ Sports Committee
- ❖ Extra – Curricular Committee
- ❖ PTA (Parent Teacher Association)

- ❖ OSA (Old Student Association)
- ❖ Research Committee
- ❖ IQAC
- ❖ Disciplinary Committee

Governing Body

Headed by the Principal of LWIASE, the Governing body constitutes five members from the teaching staff from the college, one educationist from OSA , one UGC nominee, one IASE, Saidapet, one from NKT college of Education (Autonomous) and one University nominee laid rules down by the State Government of Tamilnadu. The Governing Body of the college has powers to:

- ❖ Institute scholarships fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.
- ❖ Approve institution of new programmes of study leading to degrees.
- ❖ Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development, and fulfill the objectives for which the college has been declared as autonomous.

Year	Names of the Faculty
2007-08	Principal, Mis. Annie Isbella, Dr.Kiruba Charles,
2008-09	Principal, Mis. Annie Isbella, Dr.Kiruba Charles,
2009-10	Principal, Dr.K.Vijayalakshmi, Dr.G.Parameswari,
2010-11	Principal, Dr. R. Bharathy
2011-12	Principal, Dr. R. Bharathy
2012-13	Principal, Dr. R. Bharathy
2013-14	Principal, Dr. R. Bharathy

Academic Council

Academic Council constitutes the Principal (Chairman), All the Heads of Departments in the College, three University nominees and three Experts from outside and a student representative.

The Academic Council has powers to:

- ❖ Scrutinize and approve the proposals with or without modifications of the Boards of Studies with regard to courses of study, academic regulations, curricula,

syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it will have the right to return the matter for reconsideration to the Board of studies concerned or reject it, after giving reasons to do so.

- ❖ Make regulations for Sports, Extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.
- ❖ Recommend to the Principal of LWIASE proposals for institutions of new programmes of study.
- ❖ Recommend to the Principal of the institution regarding scholarships of students, fellowships, prizes and medals, and to frame regulations for the award of the same.
- ❖ Advise the Governing Body on suggestions pertaining to academic affairs made by it.

Year	Names of the Faculty Members
2007-08	Principal, Miss. Annie Isbella, Dr.Kiruba Charles
2008-09	Principal, Miss. Annie Isbella, Dr. K. Vijayalakshmi
2009-10	Principal, Dr. K. Vijayalakshmi, Dr. G. Parameswari
2010-11	Dr. G. Parameswari, Dr. R. Bharathy, Dr. M.S. Thillainayaki
2011-12	Dr. G. Parameswari, Dr. R. Bharathy, Dr. M.S. Thillainayaki
2012-13	Dr.P.R.Uma rani, Dr. R. Bharathy, Dr. M.S. Thillainayaki
2013-14	Dr. G. Parameswari Dr. R. Bharathy, Dr. D. Hemalatha Kalaimathi

Board of Studies

- ❖ The board studies constitute the Head of the institution (Chairman), the entire faculty members, three experts in Education from outside, one expert from the University and a student representative.
- ❖ The Board of studies performs the following function.
- ❖ Prepare syllabi for various courses keeping in view the objectives of the college, interest of the national requirement of consideration and approval of the Academic Council.

- ❖ Suggest methodologies for innovative teaching Council for appointment of examiners and Coordinate research, teaching extension and other academic activities of the college.

Year	Names of the Faculty Member
2007-08	All the Members of staff
2008-09	All the Members of staff
2009-10	All the Members of staff
2010-11	All the Members of staff
2011-12	All the Members of staff
2012-13	All the Members of staff
2013-14	All the Members of staff

Finance Committee

The Principal (Chairman), One faculty member nominated by the Principal of the college for a period of two years, one senior most faculty of the college nominated in rotation by the Principal and academic council for two years are the members of the finance committee of the college.

The committee considers,

- ❖ Budget estimates relating to the amount received from UGC and fees generated from OSA and PTA.
- ❖ Including UGC, OSA and PTA accounts are auditing every year.

Leadership role and Involvement of the Faculty:

- ❖ Initiatives taken for the forthcoming academic year
- ❖ Encourage every members of staff for the identified abilities and soft skills
- ❖ Sharing responsibility in the institutional activity
- ❖ Openness in the curriculum related matters for expert suggestion
- ❖ Encouraging the members of staff in decision making
- ❖ Care in prompt dispersal of the salary on time with all financial benefit
- ❖ Encourage toward upward advancement in the academic ability
- ❖ Motivate the members of staff with Ph.D. to get guide ship to guide scholars
- ❖ Direct the staff towards submitting research proposals

- ❖ Making effective utilizing the resource management
- ❖ Suggest ways to enrich / modify / enhance curriculum to suit the present trend
- ❖ Initiatives for the growth and development of the individual and the Institution

This step by the approval of the Principal, which ensures for its effective and efficient transaction of the teaching learning objective of the programme.

Year	Names of the Faculty Members
2007-08	Principal, Miss. Annie Isbella, Dr.Kiruba Charles
2008-09	Principal, Miss. Annie Isbella, Dr.Kiruba Charles
2009-10	Principal, Dr. K. Vijayalakshmi, Dr.G.Parameswari, Dr. R. Bharathy
2010-11	Principal, Dr. R. Bharathy, Dr. M.S.Thillainayaki
2011-12	Principal, Dr. R. Bharathy, Dr. M.S.Thillainayaki
2012-13	Principal, Dr. R. Bharathy, Dr. M.S.Thillainayaki
2013-14	Principal, Dr. R. Bharathy, Dr. D. Hemalatha Kalaimathi

The College Council

The College Council has a very vital role to play in administration of the institution. It decides on all aspects for the smooth functioning of the college like the schedule of the various activities, the rule and regulations of the college, the time-table, the college timings, etc. The Council is constituted by four senior most faculty members headed by the Principal of the college.

Year	Names of the Faculty
2007-08	5 Senior Faculty Members
2008-09	5 Senior Faculty Members
2009-10	5 Senior Faculty Members
2010-11	5 Senior Faculty Members
2011-12	5 Senior Faculty Members
2012-13	5 Senior Faculty Members
2013-14	5 Senior Faculty Members

The Examination Committee

The committee decides the dates of the model examination and the semester examination and also conducts the model examination. It also sees to the smooth conduct of both the theory and practical examination and the M.Ed., and M.Phil., viva-voce. The committee is in-charge of collecting the question paper from the faculty members for the model examinations and making seating arrangements. Two faculty members under the guidance of the Principal of the institution carry out the work diligently.

Year	Names of the Faculty Members
2007-08	Dr. M.S. Thillainayaki
2008-09	Dr. M.S. Thillainayaki
2009-10	Dr. M.S. Thillainayaki
2010-11	Dr. M.S. Thillainayaki, Dr. Rita Rani Mandal
2011-12	Dr. Rita Rani Mandal, Dr. A. Radhamani
2012-13	Mrs. T. Subhashini, Dr. D. Hemalatha Kalaimathi
2013-14	Dr. A. Radhamani, Mrs. T. Subashini

The Students Welfare Committee

The student welfare committee is responsible for all the activities and programmes concerning students welfare namely scholarship, bus and train concession, remedial teaching, the tutorial system, placement and training, etc. The members of staff in-charge of the student welfare see to that all the grievances of the students are solved immediately. They also arrange for students counselling by the tutor on both academic and personal issues. The remedial teaching for the weak students is also arranged after the college hours. Campus interview is organized to place students at the end of the year.

Year	Names of the Faculty
2007-08	Miss. Annie Isbella
2008-09	Mrs. T. Subhashini
2009-10	Dr. D. Hemalatha Kalaimathi

2010-11	Mrs. T. Subhashini
2011-12	Dr. A. Radhamani
2012-13	Dr. Rita Rani Mandal
2013-14	Dr. S. Komalavalli

Library Committee

The library committee decides the purchase of books, subscription of journals and magazines, on line journal, etc. The librarian and two faculty member under the guidance of the Principal decideds to that the funds received by the library are utilized judicially.

Year	Names of the Faculty
2007-08	Miss. Annie Isbella, Dr. R. Bharathy
2008-09	Miss. Annie Isbella, Dr. R. Bharathy
2009-10	Dr. R. Bharathy, Mrs. A. Noorjahan
2010-11	Dr. R. Bharathy, Mrs. A. Noorjahan
2011-12	Dr. R. Bharathy, Dr. Rita Rani Mandal
2012-13	Dr. R. Bharathy, Mrs. A. Noorjahan
2013-14	Dr. R. Bharathy, Mrs. A. Noorjahan

Hostel Committee

The Hostel is governed by the Principal (the warden) and a faculty member appointed as Deputy Warden. The committee takes utmost care to see to that the students staying in the hostel are comfortable and decide the menu so that the students get nutritious and hygiene food. They also monitor the disciplinary aspects of the hostel.

Years	Names of the Faculty Members
2007-08	Dr. R. Bharathy
2008-09	Dr. R. Bharathy
2009-10	Dr. D. Hemalatha Kalaimathi
2010-11	Dr. A. Radhamani
2011-12	Dr. A. Radhamani

2012-13	Dr. A Radhamani
2013-14	Dr. A Radhamani

Sports Committee

Two faculty members are in-charge of the sports committee. They make the necessary arrangements for students to play in door and out-door games to keep themselves physically fit. They are also responsible for conducting track and field events and games for the sports day celebration. Yoga classes are arranged during the camp.

Years	Names of the Faculty Members
2007-08	Mrs.R.Shyamala
2008-09	Mrs. R. Shyamala
2009-10	Mr. R. Selvaraj
2010-11	Dr. A Radhamani
2011-12	Dr. A Radhamani
2012-13	Dr. A. Radhamani , Dr. Rita Rani Mandal
2013-14	Dr. D. Hemalatha Kalaimathi , Mrs. T. Subashini

Extra-curricular Activities Committee

The college union is entrusted responsibility to the conduct of extra-curricular activities. Two faculty members are appointed to monitor the activities of the Union. During the college Festival a lot of competitions like Floral Decoration, Rangoli, Greeting Card Making, Skit, Oratorical, Essay Writing, Solo Dance, Group Dance, Solo Singing, Group Singing, Mime, Bridal Make-up, Miss Willingdon, etc are conducted. The students are also encouraged to participate in competitions conducted by other colleges.

Year	Names of the Faculty
2007-08	Dr. Mumtaj, Dr. M.S. Thillainayaki
2008-09	Dr. Mumtaj, Dr. M.S. Thillainayaki
2009-10	Dr. D. Hemalatha Kalaimathi, Dr. S. Komalavalli, Mr. R. Selvaraj

2010-11	Dr. A. Radhamani, Mr. R. Selvaraj
2011-12	Mrs. T. Subhashini, Mr. R. Selvaraj
2012-13	Dr. D. Hemalatha Kalaimath , Mr. R. Selvaraj
2013-14	Dr.S. Komalavalli , Mr. R. Selvaraj

The Parent Teachers' Association

The Parent-Teacher Association has representatives from the Parents and the Faculty members. They both in consultation take decisions on the various welfare activities of the students and the proper utilization of the funds for the betterment of the institution.

Year	Name of the Faculty Members
2007-08	Dr. G. Parameswari, Dr. M.S.Thillainayaki
2008-09	Dr. G. Parameswari, Dr. M.S.Thillainayaki
2009-10	Dr. G. Parameswari, Dr. M.S.Thillainayaki
2010-11	Dr. A. Radhamani, Dr. M.S.Thillainayaki
2011-12	Dr. A. Radhamani, Dr. M.S.Thillainayaki
2012-13	Dr. A. Radhamani, Dr. M.S.Thillainayaki
2013-14	Mrs. A . Noorjahan , Dr. A. Radhamani

Old Students' Association

The old students' Association has many life members. The members of the old students association sponsor all the endowment prizes. The faculty member in charge of the OSA are delegated with the responsibility of seeing to that the endowment prizes are distributed to the students and the funds are utilized for the upliftment of the college.

Year	Names of the Faculty Members
2007	Dr. R. Bharathy, Miss. V. Shyamala
2008	Dr. R. Bharathy, Miss. V. Shyamala
2009	Dr. R. Bharathy, Dr. Rita Rani Mandal
2010	Dr. R. Bharathy, Dr. Rita Rani Mandal
2011	Dr. R. Bharathy, Dr. Rita Rani Mandal

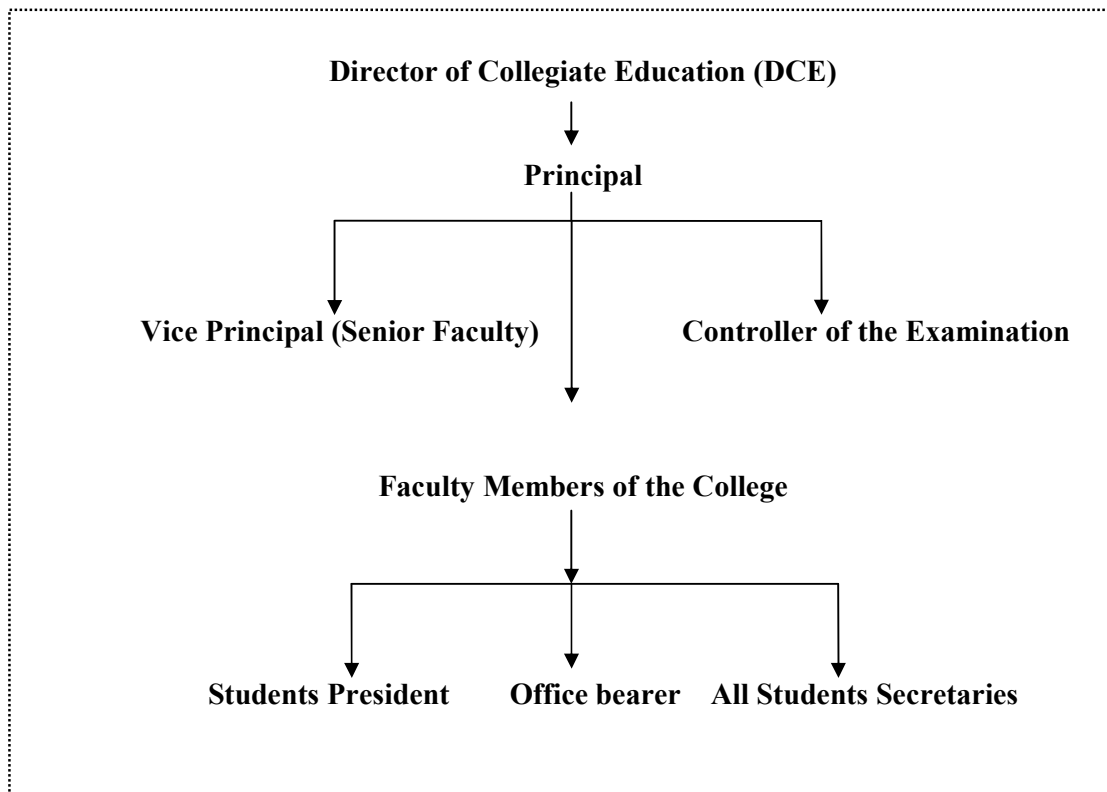
2012	Dr. R. Bharathy, Dr. Rita Rani Mandal
2013	Dr. R. Bharathy, Dr. Rita Rani Mandal

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

The Head of the Institution is entrusted with task of assigned responsibilities to the staff, which should be effectively and meticulously carried to attain the objectives.

- ❖ Planning the work to be executed in the course of an academic year.
- ❖ Work allotment to the members of staff.
- ❖ Nothing is seriously compelled on any individual staff.
- ❖ Based on the volunteer ship works are finalized by the Principal.

The principal follows the system in ensuring the responsibilities and the needed information to circulated to the different categories of academic and administrative purpose.



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

- ❖ The representative of the particular staff meets the Principal and shares the views of the given work.
- ❖ The activities and functioning of the institution is reported in the Council meeting by the head of the institution when the staff representatives would be present
- ❖ Valid suggestions for improvement would be noted.
- ❖ Feedback, from the staff and students discussed during the planning and Evaluation meet / Internal Quality Assurance Cell (IQAC) / Board of studies, Academic Council for better suggestions / improvement to face challenges.
- ❖ Progress of the college is presented in a form if a report during the college day – a public function.

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

Some of the situations are identified as barriers:

- ❖ Changing trend in the behaviour pattern of the present generation of students.
- ❖ Downward trend in values.
- ❖ Inattentiveness in studies, lack of seriousness and commitment.
- ❖ General backwardness in some students.
- ❖ Lack of good communicative skills.

Overcoming barriers

The following are some of the actions to overcome the said barriers

- ❖ Preparing and making the students to realize that teaching is a noble profession where the teacher is looked upon great responsibility in the society.
- ❖ Check the entry level behaviour and make them to realizing the mission of the college.
- ❖ Inculcate values by integrating with teaching
- ❖ Downsizing the root of difference, to enrich oneness

- ❖ Proper counseling, guidance and motivation
- ❖ Extra effort and individual attention on the students

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 Institution's effectiveness solely depends on the efficiency and commitment of the members of staff.
- ❖ Staff feel the oriented towards institution for better and effective functioning.
- ❖ Recognize for specific achievements
- ❖ Encourage them to participate actively in seminars and conferences.
- ❖ Provide necessary facilities for their progress and career.
- ❖ Encourage optimum use of the available facility.
- ❖ Members of staff are motivated to take pride in serving in this institution of repute.

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 recourse for the preparation of the students.

Curriculum

- ❖ Planning to have necessary change in curriculum once in three years
- ❖ Insisting to integrate values in teaching the different subjects.
- ❖ Organize workshop on curriculum revision with expert guidance.
- ❖ Provide guidance on evaluative procedures.
- ❖ Encourage the suggestions to have innovative changes.
- ❖ Society based curriculum introduced.
- ❖ Real depth in curriculum should be encouraged and given, as LWIASE is an Advanced Study centre.
- ❖ Always focusing as a pioneer for innovation in the field education.
- ❖ Keep in pace, with the changes in the school curriculum and methods of teaching expected.

Administration

- ❖ Making proper and timely communication.
- ❖ Changes to be effected from grass root level.

- ❖ Creating proper link towards progress.
- ❖ Enabling upward movement of members of staff in their profession.
- ❖ Procuring the benefits due to them from the Government/organization.
- ❖ Equal distribution of workload to deliver effectively.
- ❖ Enhancing and motivating good performance.
- ❖ Proper and timely disbursement of salary and other benefits.
- ❖ Encourage good coordination among faculty members.
- ❖ Sharing of responsibilities as team work.
- ❖ Care and concern for one another without compartmentalization.
- ❖ Provide an environment which is conducive for optimum turnout.
- ❖ Proper allocation and distribution of work/responsibilities.
- ❖ Periodic checking of the functioning by supervision.

Resources

- ❖ Identifying the individual departmental requirements/needs.
- ❖ Individual attention to meet the necessities.
- ❖ Proportionation in allocation of funds.
- ❖ Maintenance of the existing resources.
- ❖ Enriching to meet the present requirements.
- ❖ Allocation to procure books, journals and E-Resources.
- ❖ Provide with proper storage facilities.
- ❖ Purchase of necessary equipment.
- ❖ Ensure optimum use of available resources.
- ❖ Replacement of equipments whenever necessary.
- ❖ Maintenance and repairs over defects.
- ❖ Supply of consumable item.
- ❖ Maintain registers for stock/books/equipment.
- ❖ Periodic checking on stocks.

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 is an autonomous, Government institution, single faculty college of education.

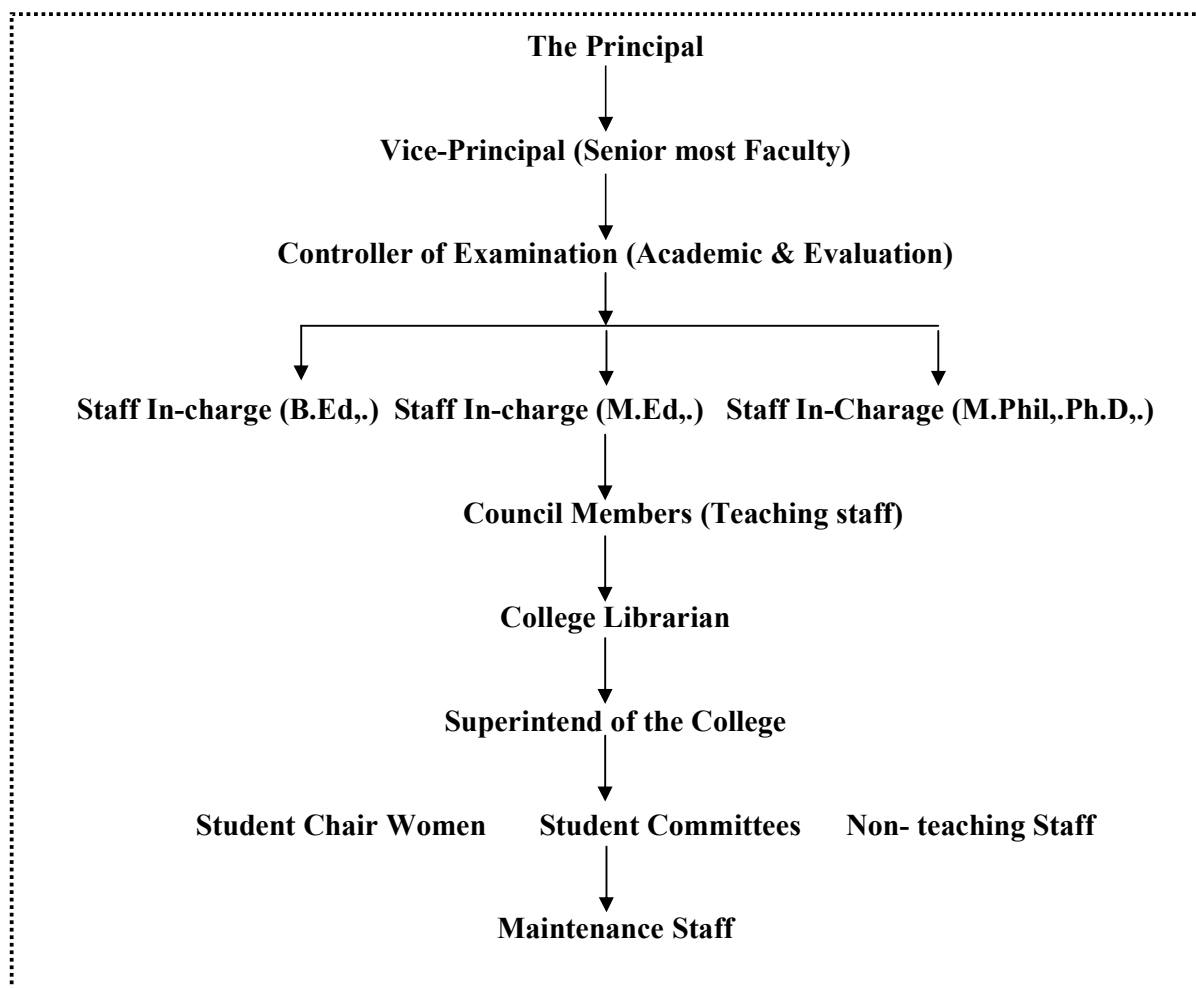
Being an autonomous college for the past 15 years, , the college has constituted the Board of Studies, Academic Council, OSA, PTA and Autonomy Finance Committee as per the requirements.

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

The structure explains the details of the academic and administrative bodies of the institution.



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



There are totally 9 regular faculty members and 04 Guest Lectures are available for the effective functioning of various programme in the college – B.Ed., M.Ed., M.Phil., Ph.D.,. Being single faculty college, the faculty members responsibilities connected with the general functioning of the college is planned and executed according to the aid plan year before.

For every activity that comes up, right from the beginning of the academic year; staff responsibilities are decided by the Principal and duly informed to the staff members with their consent. The responsibilities allocated to the staff are evenly distributed and in rotation; enabling all the staff to be aware of all the responsibilities.

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

For effective functioning of the preservice activities, the college coordinates with the practice teaching schools and other Colleges of Education.

Other Colleges of Education

The college coordinates with the other colleges of education for sharing and coordination of parallel activities. The college specifically coordinates with the programme of the college (NKT college of Education, Triplicane, Chennai 5) with which the P.G students have the supportive course (Inter Collegiate classes).

Teaching Practice Schools

Since the Internship is an important activity in the B.Ed programme, the college coordinates ahead of time with the practice teaching schools for internship.

The college coordinates with the model school for demonstration / observation sessions, which are provided by the teacher educators and the school teachers with students of the model school.

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

Yes. The Institution welcomes in various forms to arrive / generate the feedback of the programme offered by the college for constructive criticism, which will enable the institution to take appropriate measures for improvement towards better attainment of its objectives.

Apart from using the NAAC suggested format; the institution also uses its own form to get the feedback from all the stake holders — Students, members of staff, practice teaching schools, service teaching centres, direct contact of the staff with parents, teachers of practice teaching schools, informal but periodic feedback from students during the meet with the advisors once a month; also grievances if any dropped in the grievance boxes. The input/data received and the information obtained is summarized and discussed during IQAC with the teacher educators. Along with their suggestions is placed before the planning and evaluation committee; with their recommendations; decisions are made and placed before BOS and Academic council for approval. Thus, careful and systematic measures are being taken for improvement in the performance.

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).

- ❖ In the B.Ed programme; the P.G students have a single special course but the U .G. students have two special courses one their major and the other English / Tamil.
- ❖ The success of every graduate student demands a proper coordination between the Departments. Being a single faculty department, each teacher educator is expected to be with integrity and act with concern and responsibility for the sake of the benefit / well being / success of every student teacher.
- ❖ Head of the institution carefully monitors the effective coordination between the Departments in sharing the students for effective academic activity / co curricular activity; plan in a coordinated way that the turn out from the student teachers is maximum for mutual benefit - carefully tapp out the abilities of the students to be innovative and creative in their outlook and performance.
- ❖ The various responsibilities that are to be taken up is allocated in different combination of faculty members as far as possible, which demands cooperation and coordination for the success of the programme and better performance. Hence, the teacher educators coordinate well for the growth and development of the Institution, which is the ultimate aim of every individual faculty members of the institution.

6.3 Strategy Development and Deployment

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

- ❖ The Principal has formulated various committees to monitor and advise effective functioning, progress and development of the college. The various committees like working (Finance) committee, Appointment committee (GL), and Advisory committee have specific functions; ultimately report the same to the higher body viz the Executive Board.

- ❖ Working (Finance) committee - discuss into the finance matters of the Institution; the income and expenditure, budget allocation and audited statement and give advice and guidance. Appointments committee - responsible for selection of suitable staff teaching (Guest Lecturer) and non-teaching; as per the specific qualification requirement; conduct the interview and select suitable candidate for appointment as faculty members in the college.
- ❖ The Principal (Executive Board) also formulates sub committees (if necessary) to solve /look into any specific matter to coordinate / probe into / settle which enables smooth functioning of the institution.
- ❖ The full progress of the college is presented to the Governing Board (which meets twice in a year) in which state Government nominee, UGC nominee, University nominee, staff representatives, subject experts will be present.
- ❖ Thus, the Institution has an in built / well-coordinated conducive atmosphere to integrate information on academic and administrative aspects of the institution.

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

- ❖ The Institution has a well-planned structure of human resources that are required to functioning of the institution.
- ❖ LWIASE is being a Government college and the salary is received from the state Government for both teaching and non-teaching staff. Therefore, as per the UGC regulations and orders, the necessary members of staff are stipulated and the posts are sanctioned by the Government based on which the Government pays the salary to the staff.
- ❖ Accordingly, there are 15 faculty members for the college and 10 non teaching post sanctioned by the Government.
- ❖ Any human resources that are required other than the ones sanctioned by the Government are to be approved by the Principal and Governing body and

Council members , since they are to be paid by the Principal through OSA or PTA for better administration and students welfare and to maintain to preserve the good infrastructure / provide good ambience / environment, the institution requires more staff mostly the maintenance level staff members are equipped to fulfill the essential requirements of the institution for effective functioning.

- ❖ The Institution is 94 years old college comes under section 2(F) and 12(B) of UGC Act. The college becomes eligible for development grant from UGC.
- ❖ In addition, development grants are allocated and sanctioned by UGC strictly under stipulated heads and its guidelines are strictly followed.
- ❖ In addition, the Institution being an autonomous college for the past 12 years; the eligible grant for single faculty college is also given to the college by UGC and they are to be spent under stipulated heads without any deviation.
- ❖ The rest of the expenditure is to be met by the Principal by the help of the State Government. The students are not all taxed by the college.
- ❖ The allocation of funds is under stipulated specific heads which caters to present needs and trends. Hence, allocation of financial resources for the Institution is properly guided which sustains changes and present trends.

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

As highlighted in 6.3.2; the human and financial resources sanctioned for the institution is guided by the different agencies such as State Government and UGC. The remaining that is required to fulfill the mission towards attainment of goals is decided with the guidance of the OSA and PTA.

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 structure of academic plan for the Institution is suitably modified / enriched, enhanced according to the requirement and present trends and expectation, of the Institutions.
- ❖ The academic plan is get ready and brought out clearly and specifically in the college calendar even before the commencement of the programme and finalized once the reopening date is announced.
- ❖ The academic calendar for the year is made available for the students on the day of the admission and also explained to them.
- ❖ The activities mentioned in the calendar mainly the coordinated activities like observation, macro teaching (internship), camp activities are finalized in coordination and discussion with our model school teachers (calendar which is common for all the schools as per Government stipulations) and the respective organizations which would help the institution in the conduct of the various activities
- ❖ It is faculty - teacher educators who are in charge for finalizing the college events, days prepare and finalize it along with the non-teaching and administrative staff the college ultimately finalized by the Principal of the college.

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

- ❖ In the organizational structure of the institution, the employees in every level are made to understand their role, the nature of job and the work to be executed / officiated as an employee of the institution in the stipulated level.
- ❖ Any modification / addition / alterations / substitutions duly informed then and there Any programme / activity in the college like conference etc.- all the staff are involved teaching, non teaching, maintenance staff are

duly informed of their role for execution and effective action, for the success of the programme.

- ❖ All the members of staff irrespective of Teaching, non-teaching satisfied since they are given due recognition and appreciation for the effective execution of their part in the success of the programme, as they own it.
- ❖ The success of every activity / programme thus planned is a program made toward the goal. The evaluation is made at the end / completion of every activity and reflected, recalling every step of action executes towards better performance in the subsequent time.
- ❖ Better initiatives are planned for good coordination to achieve / mark towards the goal. This is done for every activity; which on completion during the fully contributes toward the progress made in achieving the goal. This is cyclic process towards progress.

6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The Institutions activities and programme are planned aiming forward achieving the mission towards a goal.

- ❖ The success of every activity / programme thus planned is a programme made toward the goal. The evaluation is made at the end / completion every activity and reflected recalling every step of action executed towards better performance in the subsequent time.
- ❖ Better initiatives are planned for good coordination and greater achievement towards the goal.
- ❖ This is done for every activity; which on completion during the full year contributes toward the progress made in achieving the goal.
- ❖ This is cyclic process towards progress.

6.3.7 How does the institution plan and deploy the new technology?

- ❖ The Institution aiming for progress will not have goals, which are static. With the laps of time, with the advancement all around, naturally aim should be for a higher level.
- ❖ This ensures an upward trend, motivates, and encourages the staff to aim higher targets suitable for the changing trend that is demanding. Ours being a college of education which prepares future teachers; process during the training programme should produce an employable individual suitable to fit in the demands of the day - face the new challenges - tackle the young generation learners - armed fully with the necessary knowledge and information - with the open mindedness for continuous learning - admitting their short comings – acknowledging the needed guidance provided at the apt time.
- ❖ The trend that is do set them with an amour to defend / shield themselves to sustain inspire of the challenges they need to face, overcoming all the hurdles / obstacles in their way to progress achievement.

6.4 Human Resource Management

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

- ❖ LWIASE is a Government college and the salary grants received from State Government of Tamil Nadu as per UGC norms.
- ❖ As per the stipulated norms in the regulations; the staff must fulfil the requirement of orientation and refresher courses within stipulated time for career advancement.
- ❖ The Head of the institution also continuously remind the staff to identify the suitable time during which the teacher educators can undergo the course
- ❖ Each individual teacher educator is also responsible for fulfilling the requirement for career advancement. Apart from the career requirement which in professional growth the Head of the institution is concerned with the individual teacher

educators academic growth and hence encourages / make it a must that every teacher educator should present at least one research paper in an academic year.

- ❖ The teacher educators are encouraged to take-up responsibilities as resource persons / judges / experts in other organizations. They also take-up different roles when the institution organizes seminars and conference.
- ❖ The teacher educators are encouraged by the Principal to apply for UGC's minor/major projects for their individual development.

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?

- ❖ Members of staff of the institution - teacher educators are made known of the performance in various ways. There are immediate feedback made available on the performance in undertaking different responsibilities which the institution undertakes, conducting any programme since the staff together with the Principal would discuss the various aspects and facets of the programme – the drawbacks identified - in planning / effectiveness of execution / expected and actual outcome / the extent to which responsibilities were undertaken by every individual staff member - mainly towards between planning / effective execution / higher or better outcome resulting at one more step towards the goal.
- ❖ The performance of the staff members are assessed annually at the end of the year. Naturally, the performance of teaching faculty reflects on the student's performance at least to some extent - hence the examination results.
- ❖ The Department faculty members take pride when the topper in the college is from their department - the gold medalist - which also indirectly reflects the different aspects of the performance for which the different teacher educators would have also contributed.
- ❖ The teaching assessment of the individual teacher educators is assessed using the self-appraisal form designed by the institution and also the NAAC format.

- ❖ The students - both in the format given by the institution and the NAAC format, also assess the teacher educator's performance competency using the comprehensive evaluation.
- ❖ The peer assessment - in execution of responsibilities in different combinations of the staff members - during any programme / activity is immediately felt.
- ❖ The peer evaluators (i.e. teacher educators who are the respective subject experts from other colleges - external examiners) as evinced through the student performance and presentation during the practical exams; bring out part of the academic related effectiveness of the teacher educators.
- ❖ The whole activity is coordinated through the Chairperson of the Practical Board who brings out as their suggestions for the betterment of the students and benefit of the staff and the Institution.
- ❖ In the research aspects, the effect of performance is immediately made obvious / evident. It is made known by the number of papers presented by the individual - the inclination for paper presentation - and the effort taken by the individual staff member
- ❖ The teacher educators take initiation to undertake research leading to the award of M.Phil. / Ph.D. degrees. The interest of the staff in promoting research by undertaking guideship responsibility, which will also contribute to their upward progress in the academic aspect.
- ❖ The effort and initiatives taken by the teacher educators in guiding their research scholars at the P.G, M.Phil, and Ph.D, level - the choice of the topic - the guidance given to the scholar for completing their research.
- ❖ The quest towards research aspect resulting in research related performance / action. Comprehensive evaluation by students and self-appraisal.

Relating to service learning

- ❖ The teacher educators should motivate the student teachers towards service learning i.e. voluntarily undertake responsibility and guide student teachers.

- ❖ The student teachers' psychology and mindset is essentially reformed when they undertake this responsibility at the different centre for service learning.
- ❖ They have an added advantage since teaching profession is a service community contributing ultimately to the growth of the nation - national building.
- ❖ The feedback is obtained from the different service-learning centre for better performance in the subsequent year.
- ❖ Feedback is obtained from the schools when the students have their internship programme.
- ❖ The above evaluation is done, analyzed and the summarized, outcome given by many individuals is taken up with care and concern, discuss during staff council and IQAC meeting to think and propose of suitable remedial measure which will be presented to planning and evaluation committee.

The experts in the committee analyze the situation for the development of the student's carrier. The Governing Body before execution would place this before the Academic Council for approval through the Board of Studies, and final decision for approval.

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)

- ❖ There are a few possible measures made available by the institution for the welfare of the staff and faculty of the college
- ❖ Faculty are permitted / encouraged to apply FDP to complete their research projects leading to Ph.D, degree.
- ❖ The staff members are assisted to avail leave with salary to complete their Ph.D.
- ❖ Substitute staff members are appointed with the salary grant from UGC
- ❖ Staff members are encouraged to avail on-duty leave to attend seminars / conferences / workshops to present papers / serve as chairpersons to enrich their credentials.
- ❖ Staffs are encouraged to gain experience by accepting responsibilities as evaluators and examiners.

- ❖ There is an equal contribution by the Government towards C.P.F contribution of management staff duly credited every month.
- ❖ Recognition is given for the service rendered to the institution.

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.

- ❖ The Institution had taken good initiatives to provide for the development of the members of staff
- ❖ Conduct of in-service teaching programme provides exposure and develops the skill and experience to organize with confidence.
- ❖ Workshop on curriculum revision
- ❖ Workshop on using statistical packages (SPSS) and using interactive SMART boards hands on experience interpretation of outcomes.
- ❖ Seminar to orient on new methods of teaching ABL / ALM, Seminar for non teaching staff
- ❖ Computer usage / Tally for office staff was given by the government.

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 the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Since the college is a Government Institution; the requirement of the faculty in the approved vacancies is made by the by the State Government of Tamil Nadu by UGC norms .For the candidate who are being selected to the post of Guest Lecturer, the Regional Joint Director gives approval for the candidate's salary from the government.

- ❖ The number of staff is available as per the requirement of NCTE norms.
- ❖ However, required additional staff members are appointed as per Government guidelines for salary and service rules.

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).

Appointment of Hostel tutors and adhoc faculty are need based. Her salary met out by PTA.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

- ❖ The well-being of the institution is based on the professional development of the faculty and the Institution takes care for their professional development.
- ❖ The faculties are encouraged to go higher up in the professional aspect by encouraging them to enrich in every possible aspect. They are encouraged to qualify a professional up gradation by attending orientation and refresher courses in due time relieving them on duty as per UGC / University / Government guidelines. Faculty members are encouraged to avail FDP to qualify for Ph.D and substitutes appointed and paid.
- ❖ Research interests of faculty is enhanced to their publication in National Level Journals with ISSN. Staff members are encouraged to enrich their experience and exposure by attending seminars / conferences / workshops / serve as resource persons / judges / guest speakers. Faculties are also encouraged to be members of subject related organizations and Associations aiming towards professional growth and contribution. **(Appendix 3.1.4, 3.2.5 & 3.3.2a)**

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

- ❖ The Institution has good infrastructure facility. The teacher educators are provided with comfortable facility where they can concentrate and work in the computer and internet connection. Adequate Library facility is made available. There is a common staff room where they can relax and discuss and share with

other faculty meet their visitors. The facilities are well maintained with their guidance and cooperation.

- ❖ The department has spacious, ventilated individual room for teaching learning transaction to take place effectively.

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

- ❖ The Institution has provided good mechanism for stake holders to get the necessary information.
- ❖ The college website provides adequate information with all the necessary details about the college. It is comprehensive and is updated periodically. There is provision for individual's enquiry to get more / required information.
- ❖ The College plans the academic activities well in advance before the reopening of the college. Once the reopening date is announced; the dates of the various activities are finalised and a copy of the calendar (hand book) is made available to all its stake holders on reopening of the college. The activities are carried mostly as planned in the calendar.
- ❖ The students can represent their needs / requirements through the staff, advisor incharge and residents - through wardens, the leaders can also represent to the Principal Apart from these; grievance / complaint box is also made available to make anonymous.
- ❖ However, care is taken to seek remedy and take necessary steps to meet the requirements to the extent possible.
- ❖ There is a complaint and suggestion box in the college premises through which suggestion and complaints of stake holders are discussed.

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

- ❖ The work load for faculty as per Government norms and requirements is followed.
- ❖ The work is evenly distributed to the extent possible. Though the strength of the students in Department is as prescribed by the Government (percentage); it is sometimes made heavy because of the second special course chosen / allocated to the students Accordingly to the extent possible work load is carefully monitored and evenly distributed including teaching, research guidance, assessment and others.
- ❖ This gives sufficient space / time for faculty members to enrich themselves.

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

Yes.

- ❖ The recognition of individuals ability and the appointment as faculty in a good, reputed institution these days is considered as a blessing by the individuals.
- ❖ The faculty members feel it is a privilege and blessing to work in this college.
- ❖ The staff members are encouraged, motivated and appreciated for service they render.

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.

Yes.

- ❖ The Institution receives financial support from the State Government as salary grant to the staff teaching and non-teaching posts.
- ❖ The institution enables the students of the college also receive financial assistance as eligible scholarship based on the different categories.

- ❖ Apart from these, since the Institution is under section 2(f) and 12(B) of UGC Act; the college avails eligible financial assistance through UGC as developmental grant and through merged scheme (XI-five year plan).
- ❖ On submission and approval of the project proposal; appropriate Financial support is also received from UGC (Building projects plan)
- ❖ Apart from these Additional development grant is also allocated to Institution, (XI Five Year Plan)
- ❖ The colleges is an Autonomous College for the past 14years and hence the grant eligible for single faculty college is sanctioned by UGC annually to be spent under stipulated heads.

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

The college does not collect any donation from students. The State Government takes responsibility for building and other amenities with all other infrastructures too.

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 is specific, clear and under appropriate heads of Income and expenditure in each account.

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

- ❖ Every activity of the college is geared towards achieving the goal. The finance position and Accounting of expenditure is normally presented to the committees for perusal, suggestions and approval, twice in a year.
- ❖ One is the revised estimate for the current year and budget allocation for the year.
- ❖ Having in mind, the planning for the next year under different heads the budget is carefully planned and allocation is made under different heads in each account.

The same is presented to the working (finance) committee for perusal, suggestions and approval. With the corrections / suggestions effected, it is placed before the other committees like Autonomy Finance, Governing Body, Executive Board, and the association respectively for approval.

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.

- ❖ The accounts are audited regularly. **(Appendix 6.5.5)** There is both internal audit and external audit
- ❖ The internal audit is organized by DCE for the purpose; they guide / check us for meticulous and proper accounting.
- ❖ The external audit is by two authorities. The State Government audit from RJD office and there will be A.G audit. Both the external audit is over upto date and the short coming pointed out if any is clarified immediately. The external audit is only on Government accounts and transaction.
- ❖ Because of the audit made; the objections pointed out is clarified and some suggestions given is considered for future guidance. There is no pending bills as such, since it is clarified.

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

- ❖ The non-teaching staff members in the office are trained to use the computers effectively for accounting purposes. Suitable software are procured / updated to keep pace with development and trend. They were also given suitable training programme for Tally and also effectively use the suitable software for issuing fee receipts etc.,

6.6 Best practices in Governance and Leadership

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

- ❖ There are appreciable best practices affected in Governance and leadership aspect in the Institution - The Principal, Head of the Institution - Takes the lead.

- ❖ Each Department faculty member is free to make the choice of Books and equipment needed for the department.
- ❖ Optimum use of computers in account maintenance and the training programme for non-teaching staff is given periodically.
- ❖ Meticulous planning and usage of available financial resources.

A. Executive Summary

- ❖ Lady Willingdon IASE, Triplicane, Chennai was established in 1922. The minute recorded by the Government of Tamil Nadu. This minute emphasized the need for weakest of the weak, and in connection with the training of women teachers. It was very minutely planned that such training would not only give teachers more skill in their profession as a mission socially, politically, economically weakest of the weak all over the parts of the Tamil Nadu.
- ❖ LWIASE started with B.ED, established with M.Ed, in the year 1972 in evening college and 1981 as in regular and flourished M.Phil, in the year 1998 reached the peak of education as Ph.D, in the year 2013 in part time and full time.
- ❖ B.Ed, M.Ed, are mend for only women candidates, M.Phil, and Ph.D,are offer to both women and men candidates.
- ❖ LWIASE has celebrated Silver Jubilee, Golden Jubilee, and Diamond Jubilee. The College was accredited with the B+, by NACC council in 2006 Infrastructure Facilities were enhanced.
- ❖ The institution deeply conscious of the fact that the present has been possible only because of an inspiring past and the vision, dedication and generosity of innumerable women, who are a part of the LWIASE family.

Therefore, the institution is marching forward and reaffirm its pledge to the continued pursuit of excellence and service to the community.

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

(2) What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The evaluation made under Governance and Leadership in previous assessment report had no negative remarks. The Leadership Governance remained quite appreciable and showed able administration then.

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?

The new Governance and leadership that the institution experienced from year 2009 onwards proved to be striving for the improvement of the institution students' community and teacher educators. The leader has been treating everyone without bias.

CRITERION VII INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

Yes. The IQAC was established and its prime task is to develop a system for conscious, consistent and catalytic improvement in the performance of the Institutions. IQAC will help to channelize the efforts of the Institution towards academic excellence and helps to maintain the momentum of quality consciousness IQAC reflects quality Management Structure, strategies and processes which would enhance academic quality of the Institution as perceived by the faculty, student, Alumni and other stockholder in line with the Vision, Mission and Goals of the Institution.

(i) *The objectives of the IQAC are:*

- 1. To ensure quality improvement in the entire activities and programmes of the institution.
- 2. To ensure stakeholders participation in planning, management and development of different programmes.
- 3. IQAC evaluates the achievements the goals & objectives of the Institution. The IQAC has been established in the Year 2007

(ii) *Composition of IQAC Members:*

Chairperson : Dr.R.Bharathy, Principal i/c.

Administrative Staff : Dr.D.Hemalatha Kalaimathi, Asst.Prof of Bio.Sc.

External Expert : Dr.Chandrasekar, Asst.Prof., IASE Saidapet

Faculty members : Dr.Rita Rani Mandal, Asst.Prof of English

Alumni Member : Dr.Shameen, DIET Chennai

Technical faculty : Mrs.J.Anitha, Guest Lecturer

Student Member : Ms.R.Priya, Student President

Co-coordinator : Dr.J.Vincent Thaninayagam, Asst.Prof of English

(iii) *Major activities undertaken by IQAC:*

- ❖ Development and application of quality bench marks parameters for the academic and administrative of B.Ed. Department.
- ❖ Organization of workshops/Seminars/on teaching quality themes.

- ❖ Dissemination of Information on various quality parameters of Higher Education. Quality enhancement is done through periodic review of the system by governing body.
- ❖ Progress, feedback and periodical monitoring by IQAC.

(Appendix 7.1.1)

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

The achievement of goals and objectives of the institute are evaluated and examined through the feedback given by

- ❖ Heads of Practice teaching schools
- ❖ IQAC
- ❖ Alumni
- ❖ PTA
- ❖ Students achievement records
- ❖ Participation and performance of students in inter-college/university activities
- ❖ Feedback from students with regard to curriculum

The following are some of the mechanism used to evaluate the goals and objectives of the institution.

- ❖ Core competencies of skill in teaching are developed through Micro teaching practice in the college campus.
- ❖ Students are motivated to integrate technology and use of computer, internet, LCD, etc. while planning their teaching.
- ❖ For updating skill of using Interactive SMART boards while teaching.
- ❖ Action research is made compulsory part of the syllabi for developing research attitude.
- ❖ Value education is given through morning assembly, thought for the day, Yogic Camp, etc. are organized.
- ❖ Council meetings and Staff meetings are conducted periodically to discuss the various events of the college.

- ❖ Suggestions and feedback given by senior members of staff from other colleges during practical examinations really help the institution in upgrading the students knowledge and skills.
- ❖ The teaching practice schools constantly support the institution in giving valuable feedback to improve the quality of teaching.
- ❖ All these activities reflect the college's achievements. Evaluation of these activities is also done on the basis of suggestions given by the parents.
- ❖ All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives.
- ❖ Alumni meet is also held in every session to update developments.

For academic achievements evaluation system is as under:-

- Internal tests
- Seminars/ Assignments
- Project work
- Semester Examination
- Practicals
- Discussion

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

The institution ensures the quality of its academic programmes in the following manners:

- ❖ The college Governing council evaluates the general functioning of the institution and give necessary guidelines. Under their able guidance, budget, accounts, annual reports and future plans are discussed.
- ❖ Academic calendar is made in the beginning of the session of every year. Scholastic and non-scholastic activities are given preference according to the norms of the university and goals and objectives of the institute.
- ❖ Execution of activities is done under the guidance of IQAC. Experts from the other Universities, Departments, Research Institutions are invited to share their expertise in their respective fields.

- ❖ Report of the each and every activity is prepared. Recommendations for future planning are given and evaluation is done in the form of success and failures. This exercise is adopted after the completion of activity.
- ❖ Feedback is also taken from students continuously. Suggestions from students are invited in the feedback session of the programmes. In staff, meeting evaluation of the programme is done and weaknesses are identified so that future programmes can be executed without any difficulty.
- ❖ Students' development and knowledge achievement is evaluated through assignments, seminars and projects.
- ❖ Microteaching and peer teaching practices, demonstration by eminent teachers are arranged for ensuring the competencies of the students.
- ❖ Add-on-courses such as Life Coping Skills, Parental counseling and Communicative English are conducted effectively.
- ❖ NET/SET/TET coaching, remedial teaching and mentor interaction are also arranged for the benefit of the students.
- ❖ So far no complaint from stake holders for administration and finance proves the success of the process adopted.

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

- ❖ The institution ensures the quality of its Administrative and Fiscal activities.
- ❖ Our Principal monitors the functioning of the administrative staff. The office superintendent maintains a direct supervision on the working of the non teaching staff.
- ❖ In the beginning of the year budget for the whole session is planned and approved by the college committee. The financial record for the budget and expenditure are maintained in a proper order.
- ❖ The college implemented Transparency in financial transaction.
- ❖ Once in a financial year the accounts are checked by Department of State Government Auditing and Account General Auditing. Audit report is maintained.

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

- ❖ Good practices are identified by the IQAC and shared with various constituents of the college.
- ❖ Computer facilities given to every teacher to utilize successfully and to provide guidance to students while using technology in the preparation of Charts, Models, PPT and Self-instructional material.
- ❖ College library has a rich collection of reference books. A good number of books are added in college library every year. Access to E-Journals provided in the library for students. Students of other institutions/ universities can also access the college library
- ❖ Speech on current topics, thought for the day, News related to education are the regular features of morning assembly.
- ❖ The College has College Union, which is instrumental in facilitating learning of student teachers. While organizing a variety of programmes under the Union activities the student teachers find many opportunities to exhibit their talents and skills. It helps to showcase their talents.
- ❖ Good Practices suggested by the External examiners during the theory and practical examinations are taken up for academic growth of the institution,
- ❖ The college has established 'Community service'. This service provides a variety of activities have been initiated such as Campus Cleaning, Tree implanting, green club to protect the environment, etc.,
- ❖ Experts from other Colleges and Universities are invited as resource person during endowment lecture, extension programme and in-service programme.
- ❖ Eminent teachers from local schools are also invited for demonstration classes on various subjects.

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?

The teachers are being exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as-classroom organization, seating

arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on:-

1. The different types of disabilities, identification, causes and prevention.
 2. How to help the children with disabilities in classroom and at home.
 3. Various government facilities available to the students with disabilities etc.
- ❖ Our college is an Education college. To sensitize the teachers towards social issues is one of the major objectives of the institution. In modern era, much attention is given on integrated education in which differentiation between students has no place. Each child has right to get equal information. Therefore, issues of inclusion are discussed and properly focused in the college curriculum and research works.
 - ❖ The institute presents itself as role model to the teacher trainees. Students from different fields (English, Tamil, Mathematics, Physical Science, Computer Science, Home science, Biological Science, History, Geography, etc.) get admission in every session. All students with varied potentialities are treated equally and trained under same conditions.
 - ❖ Prospect teachers are motivated to acquire skills to handle the problem of children with different kinds of disabilities. Positive attitude of teachers are developed with the help of seminars, workshop, conference, lectures and case studies etc. towards inclusive education. Students are taken for special school visit to learn the strategies adopted by them.
 - ❖ Students from rural background, from different cultural background and different region of the state are made confident and clear with the help of giving extra time coaching after regular class hours.
 - ❖ Every year particular number of visually challenged students are given admission in this college. The classroom arrangement is also done based on their approach to reach the classroom. The college has Braille books, Braille typewriter, Audio-visual resources (JAWS) for the benefit of the Visually Challenged students. A reading club is functioning in the college to help the Visually Challenged students.

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 institution follows State Government's Policy in matters of admissions. In the syllabus the B. Ed. courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged.
- ❖ Our institute meant for women. Developing women capabilities and empowering them to face the challenges of male dominated society. Guidance and counseling cell is established to guide the children with exceptionalities.
- ❖ IQAC cell organized awareness programme on rights and law facilities available for the women citizen in Indian constitution. To face the challenges of inclusion and gender sensitization a number of activities are put in Academic Calendar.
- ❖ Special Education, Inclusive education and educational psychology are the essential part of the B.Ed & M.Ed curriculum.
- ❖ Case studies on normal and exceptional child are the compulsory project subjects for Students.
- ❖ Invited talks by eminent doctors on Women Health Care, Nutritional diet, Aids Awareness, Blood Donation camp, Awareness on Ambulance and Awareness on Breast Cancer are arranged every year.
- ❖ Experts are invited to create awareness on the different types of exceptionalities and children with diversified needs.
- ❖ Research works on Hearing Impaired, Visually Impaired, Deaf and Dumb students are carried out by the students many times.
- ❖ Extension lecture to sensitize the students towards gender equality is organized in every session.
- ❖ Lectures on growth and development pattern of childhood, adolescence, adulthood are arranged to sensitize towards physical and emotional differences between man and women.
- ❖ Women's Day is celebrated every year with events and Experts Talks.

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.

- ❖ This autonomous institution has the freedom to design its curriculum, which is flexible, suitable and can be modified to suit the present trend.
- ❖ The core paper titled as on “*Educational challenges in the emerging Indian society*” enables the student teachers to foster positive social interaction; the elective paper titled as “*Peace and Value Education*” instills in them the expected behavior of all individuals in the society.
- ❖ This institution has adequate facilities such as, library internet and laboratory that promote active learning and self-learning.
- ❖ This college provides a good scope for academic competitions among the students. High achievers and meritorious students are felicitated. Top scorers are motivated and awarded with prize during the College Day celebration. An endowment prize sponsored by the College Alumni is distributed on college day every year.
- ❖ Community work is a compulsory part of the curriculum. Students are motivated to act as social reformer. They involve themselves as a volunteer in campus cleaning. Tree implanting and Rain water Harvest awareness programmes.
- ❖ To manage and organize other than classroom school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
- ❖ Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.
- ❖ Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.
- ❖ Red –Ribbon Club was established in the college to activate the AIDS awareness programme and its related activities.

- ❖ The college also gives many curricular, co-curricular and extra-curricular activities which leads to positive social interaction, active engagement and self- motivation. Following activities are incorporated in the curriculum:
 - Internship Period
 - Visits to Educational Institutions/ Special Schools/ Field Trips
 - Participation in Cultural Competitions
 - Participation in Club Activities
 - Celebration of National Festivals
 - Sports day/ College day/Graduation Day/ Hostel Day
 - Youth Red Cross Programmes
 - Red Ribbon Programme
 - Citizenship Camp
 - Yoga Classes

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

- ❖ Making the student-teachers aware of the characteristics of children with diverse background.
- ❖ Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- ❖ College Academic and other co-curricular activities are planned to learn professional skills to face the challenges of teaching and learning.
- ❖ In present day society, there is a need to inclusion in every field of life. Every human being has all right to avail facilities available in the environment.
- ❖ The programme for teacher education includes a requirement that student teachers should take up internship for 40 days which includes.
 - Teaching the special course subjects
 - Preparing the lesson plan suitable to the level of the student

- Prepare Teaching Aids suitably.
 - Take up responsibilities given in the school
 - Substitution work
 - Test paper and Assignment Correction work
 - Individual attention to student
 - Equipping to cater to the needs of heterogeneous class.
- ❖ In order to develop proficiency for working with children from diverse backgrounds and exceptionalities, the college has adopted some best practices in the college. They are,
 - ❖ In starting of the session, the students are made aware about the required teaching skills and students with different potentialities.
 - ❖ In the B.Ed curriculum 'Inclusive Education' and in M.Ed 'Special Education' is taught through project works and case studies to acquaint the students with the problems faced by special children while learning.
 - ❖ Teacher Trainees are made aware about the basic qualities of a skilled teacher dealing with special needs of the students in classroom.
 - ❖ Internet facilities for research work in Education is provided to all types of students.
 - ❖ Psychology practical sessions are conducted to know the impact of psycho-metric skills in the process of teaching and learning develop skills of administering psychological Tests .This is helpful to identify the problems of students with special needs.

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

Following initiatives are taken for differently abled and physically challenged students by the college such as:

- ❖ All students may be normal, physically challenged and differently abled treated equally and trained under same conditions.
- ❖ The class room arrangement is also done to comfort them to come to class easily

- ❖ Student Teachers are motivated to acquire skills to handle the problem of students with different kinds and range of disabilities.
- ❖ Teaching practice sessions are arranged in the model schools located in the college campus or schools near the residence of Physically / Visually challenged students.
- ❖ Students from rural background and from different region of the state are made confident and clear with the help of extra classes and by giving extra time after usual classes.
- ❖ Braille books are available for a few subjects in the college Library for the benefit of the visually challenged students.
- ❖ Visually challenged are permitted to use scribe facilities to write their exams.

7.2.6. How does the institution handle and respond to gender sensitive issues (Activities of women cell and other similar bodies dealing with gender sensitive issues)?

- ❖ Being a women college, the college feels the responsibility to sensitize the society towards women. Men are also considered and admitted at the research level such as M.Phil & Ph.D Degrees.
- ❖ ‘International Women’s Day’ is celebrated every year with well-known ‘icons’ to discuss the related issues.
- ❖ Essay writing competition on women related issues is being organized every year.
- ❖ ‘Human Rights Education’ which is a supportive course in M.Ed. Programme includes unity of women’s rights and issues.
- ❖ This college has facilitated women students with a common room with necessary facilities.
- ❖ The student teacher educators are sensitized on Women’s Rights, Privileges and responsibilities through the Experts Talk on Family Life Education.
- ❖ Organizing Invited Talk on relevant topic by Judiciary personnel / Women Activists- debate is conducted on some crucial current topics in which the student teachers take part.

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?

- ❖ All activities and functioning are planned in the starting of the session and made it available in the website of the college.
- ❖ Information regarding any activity can be accessed from the college office and college website as per the queries made by the students, University, University Grants commission, DCE, and other competent authorities.
- ❖ Annual Report is prepared and presented meticulously on college day function by the Principal.
- ❖ Academic calendar is prepared in the starting of the session and made it available in the college web site.
- ❖ Each Department prepares report of their activities and achievements.
- ❖ Website of the colleges is updated time to time and anyone can access information from it. After every inspection done by University / DCE, meeting is called to implement suggestions given to improve quality of college activities.
- ❖ Moreover, response to queries of RTI are provided in time, to the applicant with the sense of responsibility.
- ❖ Alumni meet is organized to take suggestions.
- ❖ The institution displays its achievement pursuits and excellence of its students through information brochure, College Magazine. The same details are available in the college website.
- ❖ College website is updated from time to time about the new developments in the institution.
- ❖ Experts from the society and other Educational Institutions are placed in the committee of 'Internal Quality Assurance Cell' of the college to evaluate the functioning of the college.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution involves stakeholders through institution Parent Teachers Association (PTA) and Alumni Association. In different meetings organized by the institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time.

In order to improve efficiency, effectiveness and productivity the college has identified some practices. All the programmes are planned and executed in such a manner that each programme becomes a success. Attempt is made to sustain the good performance and to take corrective steps on poor performance. It is done in the following ways:

- ❖ Successful efforts of the students are appreciated and rewarded.
- ❖ Merit certificates are given to meritorious students for their success in curricular and co-curricular activities.
- ❖ Feedback from the students and experts is collected at the end of every programme and necessary changes are made on their reasonable requirements.
- ❖ Alumni meet is organized to take suggestions.
- ❖ Regular staff meetings are conducted to discuss the curricular and co-curricular activities. In this meeting review, critical points, constructive suggestions and observations are received from the faculty members and the same are incorporated for the improvement of the quality of programmes, especially related to curricular programmes, finance, and development of the college.

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

The college gets feedback from the students about the overall assessment of academic programmes and the facilities provided in the following manner:

- ❖ Constructive suggestions are invited from the students through ‘Suggestion Box’ installed in the college. Their suggestions primarily point out strengths and weaknesses related to the programmes and facilities.
- ❖ Participation / performance of students in inter-college activities are documented and digitalised.
- ❖ A clear record and report maintained on student’s Internal Assessment.
- ❖ Periodical meetings are held with office bearers of student associations. Necessary feasible improvements/modifications are made in Physical Infrastructure, Academic Programmes, Curricular, Co-curricular Activities and facilities accordingly.
- ❖ The students’ feedback on ‘Feed Back Performa’ is also taken at the end of session for future quality improvement.
- ❖ In college programme, association representative are invited to appreciate performances of the students and providing suggestion for more quality enhancement.
- ❖ Alumni’s meeting is organized every year. Aluminies of this college hold prestigious positions in schools / colleges / universities and other institutions are invited to share their experiences to evaluate the progress is made by the institution at present. They also give suggestions for the enhancement of quality in teaching learning. (Appendix 5.3.1)

Additional Information to be provided by Institutions opting for Reaccreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

As an institution of higher education and learning, we are subjected to face challenges and as a result necessitated to undergo significant changes to cater to the impact of technology, globalization and consequently shift in the value system.

i) Contribution to National Development

- ❖ It is the institution of teacher education which facilitates the community to make a mark on the nation as a whole

- ❖ The development / matured personality of the individual contribute to social justice.
- ❖ Intelligent and dedicated teachers contribute to the development of a nation; hence, merit is given priority in the admission process.
- ❖ The institution hence takes effort to develop in the student teachers the necessary human values like equality, sincerity, integrity, punctuality, love empathy and morality, which they could evince when they take up teaching profession.
- ❖ Since destiny of the nation is shaped in the classrooms, teacher educators are vested with greater responsibility in forming and framing the student teachers – future teachers – as nation builders.
- ❖ The effort taken bears its fruits since many of our alumni are well placed in responsible high positions.

ii) Fostering Global Competencies

- ❖ The institution is keen to develop skilled human resources to compete in the global scenario.
- ❖ Since the present set up is a very competitive world, the communicative skill and life coping skills teaching is imparted to the student teachers.
- ❖ The effort to bring about future teachers with remarkable caliber from the best of the lot of the student teachers every year by providing conducive environment to enhance creativity, innovative practice to enrich ability, combined with simplicity and respect for humans elevates them in the global scenario.
- ❖ Many of our students compete at the global level and spread over internally in respectable and responsible position.

iii) Inculcating a value system among students

- ❖ “When character is lost, everything is lost”. The Institution, takes it as venture to inculcate good values system to every student who passes through the fortress of the prestigious 94 years old institution.
- ❖ The great founder missionaries has put in hard work with the belief that services rendered to children is service rendered to God and this is instilled in every student teacher.

- ❖ Punctuality and self discipline are scrupulously expected and to be followed without and compromise. They are made to realize that what is not practiced cannot be preached. They are insisted to be teachers as role models for the young children in the school who are pillars of the nation in the future.

iv) Promoting use of technology

- ❖ The institution being an autonomous college and is classified under section 2(f) and 12(B) of UGC Act, conscious effort is being taken to enrich information technology resources in the campus. It is made clear as brought out in the appraisal report and empirical evidence.
- ❖ With the belief that the resources made available is no good unless there is optimum usage; the teaching learning transaction is tuned to the extent to make every student teacher computer literate, competent to use technology to the optimum extent in their profession as teachers and also to enrich / update their knowledge with current development in the outside world to face the present day Young generation learns in the classroom. The post graduate students are trained to use the appropriate (software) for data analysis for their research work.
- ❖ The teacher educators are trained periodically to update their skills in the use of advanced software. A few of our students are privileged to have interaction and sharing of experience using internet and with their counter parts of the other universities in the world.
- ❖ Also technology is used in every facet of the functioning of the institution right from admission process, through fee collection, auditing, teaching learning including SMART classes, library transaction and evaluation process in the examination unit.

v) Quest for excellence

- ❖ This initiative should come from within, in every individual who are connected with the institution.
- ❖ The relentless service with tireless effort and always aiming at a better target to achieve greater heights widening the horizon of our vision will direct the institution towards excellence.

- ❖ Introspection towards rectification and betterment is the initial step for any elevation of the institution and it should be a joint effort and NAAC also offers us with a platform for the same.

Future plans:

The plans that are conceived should be attainable.

- ❖ Lady Willingdon IASE is 94 years young and it grows academically year after year. It aims to achieve great heights in the field of education and is ambitious to become the best institute of Advanced studies in Education to compete with the counter parts in the other parts and in the world. So it has to strengthen the Departments for providing good academic and professional nourishment to the staff and students.
- ❖ In an education situation, the learning process and the learning situation are the important focal areas. The learner is the most significant person. In the electronic age, the learner gets motivated to learn only when the teaching is challenging. In order to make the teaching challenging we need to equip the classroom with modern equipment. We need competent teachers with up-to-date knowledge in teaching methods. We take every step for the same.
- ❖ Catering to individual differences is a must as far as education is concerned. All the categories – gifted, creative, average students and learners are to be considered.
- ❖ The ever-changing educational system and the advancement in science and technology change the examination and evaluation system and make them more innovative and creative. It needs constant revision and modification.
- ❖ The library facilities have been improved every year. The library has been digitalized.
- ❖ Health education is a significant feature in the college of education. Sports and games make students fit to get involved in the teaching learning process. Motivating the students to participate in Co-curricular and Extra-curricular activities helps them develop their personality.
- ❖ The chief aim of education is to mould the personality of an individual and to prepare a good citizen so that she would serve the society, conserve the tradition of the country and preserve the environment.

- ❖ Research in Education is needed to find out the gaps in educational transaction and evaluation. The Research Centre in our college is functioning well. The college is striving for an advanced centre for research in our college.
- ❖ The college has guidance and counseling cell to give personal, academic and educational counseling is given to our students. Peer teaching and coaching by the teacher educators are integral part of the teaching and learning process.

Following are the areas of concern for further development:

1. Digitalizing the proceedings and records
2. Establishment of a fully fledged Research Centre
3. Strengthening our linkages with colleges of education in India and abroad
4. Starting collaborative Research work with counter parts in India and abroad.
5. Having more exchange programme
 - Staff exchange
 - Student exchange
6. Preparation of teachers manuals in E-format
7. Enhancing facility for physical education
8. Enriching Community related activities
9. Conducting International Conference in the thrust areas.