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MAHENDHIRA COLLEGE OF EDUCATION, KALIPATTI, NAMAKKAL

INTRODUCTION

Mahendhira College of Education, established in 2005 by the munificent under the banner of Mahendhira educational Trust was affiliated to Periyar University, Salem. Since 2008 it is affiliated to TamilNadu Teachers Education University, Chennai. Our College enjoys the tranquil, unpolluted, serene atmosphere located in the suburban village of Kalipatti, Namakkal. It covers an area of 1.97 acres which constitutes administrative and departmental buildings, computer labs and the playgrounds, canteen, students' hostel etc are shared with the sister concern. The greenery surroundings of the Institution provide a healthy and pleasant environment. The College, which has stepped into its 7th year in the field Teacher Education offering Nine courses.

LOCATION

The college is in sprawling campus in rural sylvan surroundings free from pollution. The college stands on Salem – Tiruchengode state highway, 26 kms from Salem and is well connected to all major cities, industrial centers across the country through rail and road network. The area is characterized by eduational and economic transformation

CAMPUS COMFORTS

INFRASTRUCTURAL FACILITIES

- The institution has modern class rooms for better teaching learning process
- We have airy, Spacious class rooms with Public Address System.

- State-of-the-Art classrooms with LCD Projectors, Conference Hall and AV Theatre add value and provide impetus to the Institution.
- State-of-the-Art classrooms with LCD Projectors, Conference Hall and AV room add value and proide impetus to the institution.
- The College has an AV room with seating capacity of 500 for organizing training programmes throughout the year with the help of reputed trainers from various parts of India.
- An Examination hall with a seating capacity of 100 each for conducting college tests Well equipped Life Science labs, Psychology lab, Mathematics lab and SUPW work shop are made available.

COMPUTER FACILITIES

- Our College has a well equipped lab with 50 computers in latest configuration.
- Free Internet facility is made available to Staffs and Students with the latest information.
- Computer facilities are made available in the Staff room to enable the Staff to prepare instructions materials for students.
- Computers with free Internet facility is made available in girls hostel.

LIBRARY FACILITY

- The Institution has an automated computerized library stocked with more than 5000 books, 120 educational CDs and a good number of National/International journals, magazines and encyclopedias.
- DELNET facility is provided in the library by which the students can gain access to books, journals, magazines, in libraries in any parts of the country.
- We have installed E-Gate facility in the library from the academic year 2009-2010.

Library is equipped with modern photo copier machine.

ADMINISTRATIVE FACILITIES

- All our administrative works carrying through computer like Admission work, Letter correspondent, Student and Staff profile, salary details of teaching and non-teaching staff, etc.,
- The Institution has computerized its Financial Management System to generate bills for various over-heads.

TEACHING METHODOLOGY

- Teaching method is empowered with the help of Power Point Presentation.
- In addition to lecture method, our faculty members follow Interactive Teaching, Project Based Learning, Computer Assisted Learning, etc.
- Study materials are given to the students in the form of printouts.
- Every year field trips and Educational tour are arranged to expose students to gain firsthand knowledge.
- Guest lectures are provided by eminent experts.
- Seminars, Symposium and Workshops are conducted by various departments.
- Soft Skill Programme, ID Programme and Interview techniques are the additional training programmes made available to the students by our Institution.
- Periodical tests are conducted to evaluate the student achievement level and remedial measures are taken.

SPORTS & EXTENSION ACTIVITIES

- The College offers good infrastructural facilities for sports and games. A concretized Basket Ball ground with flood light facility, Volley Ball court and Cricket field are available. Besides these, provisions are there to play indoor games such as Chess, Carrom, Table-tennis, Shuttlecock, Gymnasium, etc.

- The College also has an Youth Red cross and Blood Donor's Club.

HOSTEL & CANTEEN FACILITIES

- Luxurious hostel for girls with internet lab facility.
- Indoor game facilities along with gymnasium are made available for the use of the inmates in both the hostels.
- Supply of hot water is ensured round the clock with the help of solar water heaters.
- Delicious food is prepared in hygienic way in the modernized kitchen.
- Pay phones and STD facility are made available in the hostel premises.
- Mineral water is supplied through R-O Method in both the hostels.
- Latest Kitchen Equipments (Dosa, Chapatti Machine, Rice Cooking Utensils) are made available in hostel.
- Our college canteen provides stationeries, snacks, cosmetics and other accessories which can be used by the students and staff members at any time. Quality and hygienic food, beverages are available at subsidized rates.

TRANSPORT FACILITIES

- 05 buses are plying for both boys and girls in and around Salem for the benefit of the students.
- Each bus is equipped with mobile phone, first-aid box and fire extinguisher.

MISCELLANEOUS

- Solar Renewable Energy lamps have been installed in the College campus.
- Lightning arrestor is installed in the College premises.
- Electricity connection from LT to HT is provided for continuous 24 hours 3 phase power supply. In case power shut down 200 kva

generator is provided for non-stop power supply for the entire campus.

- Modern Photocopier machines are installed in a separate room to take printouts and photocopies of documents.
- Rain water harvesting system is implemented in our College.

VISION:

Education is a continuous process and Mahendhira College of Education will remain in the forefront and will strive to provide quality education and to prepare the future teacher for next generation.

MISSION:

- To engage its resources towards service and upliftment of the underprivileged rural population
- To ensure conducive and equal opportunities to all students enabling than to acquire knowledge and skill of international standards
- To motivate academic faculty to meet the ever increasing challenges in the era of liberalization, privatization, globalization and to provide quality education to its students
- To offer all-round education by making it learner centered, provide continuous education to all students with necessary skills and specializations that would match with the needs of the industry sector and of relevance in the global market
- To provide all the necessary inputs to its students to enable them meet the challenges with courage and fortitude and the changing needs of the society
- To transform student who enter this "Temple of Learning", into motivated and, matured professionals, and above all, humane and responsible citizens of our country

VALUES:

- To serve the needy section of the society with the service mind.
- To Reign supreme both academically and professionally
- Serving the cause of education by giving proper lead to the enrichment and progress of the individual and society.
- Discharging the duties and obligation to the student by the staff on efficient lines.
- Improving the effectiveness of the "Quality Management System" continuously.
- Contributing to the improvement of "Educational Climate" in the classroom and in the campus.
- Involving the parents and students to know more about the facilities provided in our college through personal contacts and electronic media and establish a good rapport.
- To develop co-operation and collaboration equity and social justice.

OBJECTIVES

- To make the teacher acquire relevant knowledge, skills and attitude in pedagogical methods.
- To prepare teachers to become role models in class rooms to be an instruments for building productive human capital in our country to face the challenges of globalization.
- To enhance the competency of the teachers at upper primary, secondary and higher secondary level of education.
- To create a comprehensive understanding about pedagogical methods in organizing learning experiences for students.
- To develop new skills required for teachers in organizing instructional methods using ICT

Part – I: Institutional Data

A) Profile of the Institution

1. Name and address of the Institution:

Name	: **Mahendhira College of Education**
Address	: **Kalipatti (Po),**
	Attayampatti (Via)
	Thiruchengode (Tk),
City	: **Thiruchengode.**
District	: **Namakkal.**
State	: **Tamilnadu**
Pincode	: **637 501.**

2. Website : www.mahendra.org

3. For communication :

Office

Name	Area / STD code	Tel.No.	Fax No	E-mail
Principal Dr. H. Manjunatha	04288	288308, 09443891320	04288 – 288308	mcoedu1@radiff.com
Vice Principal Mrs. N.Malarvizhi	04288	288308, 09486932309	04288 – 288308,	mcoedu1@radiff.com
Self – Appraisal Co-ordinator Mr.M Sivakumar	04288	288308, 09677338752	04288 – 288308,	mcoedu1@radiff.com

Residence

Name	Tel.No.	Mobile No
Principal Dr. H. Manjunatha 15, Rasipuram main road, Attaiyampatti –post, Salem D.t. Pin : 637501	-	09443891320
Vice Principal Mrs. N.Malarvizhi Kakapalayam-Post, Attaiyampatti-Via, Salem- Taluk, Salem –Dist.	0427-2290561	09486932309
Self – Appraisal Co-ordinator Mr. M. Sivakumar 16, Kottara chavadi street, Velanatham, Attayampatti p.o, Salem (Tk), Salem D.T. Pin : 637501	-	09677338752

4. Location of the college

i. Urban ☐

ii. Semi-urban ☐

iii. Rural ☑

iv. Tribal ☐

v. Any other ☐
(Specify and indicate)

5. Campus area in acres : 1.97 Acres

6. Is it a recognized minority institution? Yes ☐ No ☑

7. Date of establishment of the college

Month & Year

11	2005

8. University / Board to which the institution is affiliated

TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI

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

Month & Year	Month & Year
2(f) - Not Applied	12B - - Not Applied

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. RIE ☐
- iii. IASE ☐
- iv. Autonomous College ☐

v. Affiliated College ☑

vi. Constituent College ☐

vii. Dept. of Education of a Composite college ☐

viii. CTE ☐

ix Any other ☐
(Specify and indicate)

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

Yes ☐ No ☑

If yes, has the institution applied for autonomy?

Yes ☐ No ☑

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

Sl.No	Level	Programme/ Course	Entry Qualification	Nature of Award	Dur	Medium of instruction
iii)	Secondary / Sr. secondary	B.Ed.,	Any Degree	Bachelor Degree	1 Yr	Tamil &English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary / Sr. Secondary	B.Ed.,	F.TN/SEE/SRO/NCTE/2005 – 2006/3852 Dt.05/11/2005	-	**100**

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 ☐

2.Does the Institution offer self –financed Programme(s)

Yes

a) How many programmes? ONE

b) Fee Charged per programme :

1. B.Ed Programme

S.No.	Programme	Duration	Fees
1.	Tamil	1 Year	Rs.30, 000
2.	English	1 Year	Rs.30, 000
3.	Mathematics	1 Year	Rs.30, 000
4.	Physical Science	1 Year	Rs.30, 000
5.	Biological Science	1 Year	Rs.30, 000
6.	History	1 Year	Rs.30, 000
7.	Commerce	1 Year	Rs.30, 000
8.	Computer science	1 Year	Rs.30, 000
9.	Economics	1 Year	Rs.30, 000

3.Are there programmes with semester system:

No

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

Yes ☐ No ☑

If Yes, how many faculty are on the various curriculum development/vision committees /Board of Universities/regulating authority

NIL

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

D.Ed	-
B.Ed	One
M.Ed (Full Time)	-
Any other (Specify and indicate)	-

6.Are there Programmes offered in modular form

Yes ☐ No ☑

Number -

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

Yes ☑ No ☐

Number One

8. Are there programmes with faculty exchange / visiting faculty

Yes ☑ No ☐

Visiting faculty:

Sl.No.	Name	Topic	College
01	Prof. K.K. Selvam	Personality Development	Mahendra Engg.College Mallasamudhram
02	Dr.S.Rajamanickam	Language Skills	Director, Mahendra Engg. College For Women Kumaramangalam
03	Dr.R.Rajamanickam	Teachers Education	Principal, Mahendhira Arts & Science College, Kalipatti.
04	Dr. Gomathi	Primary Health Centre	Mallasamudram
05.	Dr.R.Vadivel	Soft Skills Training	Mahendhra Engg. College for Women, Kumaramangalam.

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

Heads of practice teaching schools Yes ☑ No ☐

Academic peers Yes ☑ No ☐

Alumni Yes ☑ No ☐

Students Yes ☑ No ☐

Employers Yes ☑ No ☐

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

3 Months

11. Has the Institution introduced any new courses in teaching education during the last three years

Yes ☐ No ☑

Number | - |

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

Yes ☑ No ☐

Number | Three |

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

Yes ☑ No ☐

As per Yearly Calendar

14. Does the Institution encourage the faculty to prepare course out lines?

Yes ☑ No ☐

Criterion II: Teaching –Learning and Evaluation

1. How are students selected for admission in to various courses?

a) Through an entrance test developed by the institution ☐

b) Common entrance test conducted by the University / Government ☐

c) Through an interview ☐

d) Entrance test and interview ☐

e) Merit at the qualifying examination ☑

f) Any other (specify and indicate) ☐

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

a) Date of start of the Academic year - 24.08.2011

b) Date of last admission. - 30.09.2011

c) Date of closing of the academic year - 21.06.2011

d) Total teaching days - 140 days.

e) Total working days - 180 days.

3.Total number of students admitted:

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed	35	65	100	3	8	11	32	57	89

4. Are there any over seas students

Yes ☐ No ☑

5. What is the 'unit cost' of teacher education programme?

a) Unit cost excluding salary component Rs. 7,500.00

b) Unit cost including salary component Rs. 27,500.00

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed	88%	47%	85%	40%

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

Yes ☑ No ☐

8. Does the Institution develop its academic calendar practicum?

Yes ☑ No ☐

9. Time allotted Theory and Practical Classes :

Programme	Theory	Practice teaching	Practicum
B.Ed	77.7%	22.23%	20%

10. Prepractice teaching at the Institution

a) Number of pre practice teaching days — 5 Days

b) Minimum number of pre practice teaching lessons given by each student — 5 Lessons

11.Practice teaching at School

a) Number of Schools Identified for practice teaching — 16 Schools

b) Total number of practice teaching days — 40 Days

c) Minimum number of practice teaching lessons given by each students — 40 Lesson Plan

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

Number of lessons in simulation — 5 Lessons

Number of lessons in pre practice teaching — 2 Lessons

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

Yes ☑ No ☐

14. Does the Institution provide for continuous evaluation?

Yes ☑ No ☐

Student – theory evaluation is made frequently.

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

Programme	Internal	External
B.Ed	52%	48%

16. Examinations

a) Number of sessional tests held for each paper — 5 Numbers
2 tests (midterm), 1 model tests are conducted

b) Number of assignments for each paper — 2 Numbers
2 assignments per paper

17. Access to ICT (Information and Communication Technology)

	Yes	**No**
Computers	Yes	-
Intranet	Yes	-
Internet	Yes	-
Software/Courseware (CDs)	Yes	-
Audio resources	Yes	-
Video resources	Yes	-
Teaching aids &other related materials (lab)	Yes	-
Any other (specify and indicate)	Training the student to prepare the PPT	-

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

Yes ☑ No ☐

Number ONE

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

Yes ☑ No ☐

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

Compulsory ☐ Optional ☑

Criterion III : Research, Development and Extension

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

Number	1	%	11%

2. Does the Institution have ongoing research projects?

Yes ☐ No ☑

3. Number of completed research projects during last three years

NIL

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

(Mark ☑ for positive and x negative response)

- Teachers are given study leave ☑
- Teachers are provided with seed money ☑
- Adjustment in teaching schedule ☑
- Providing Secretarial support and other facilities ☑
- Any other (specify and indicate)
- Resource materials are provided from the library ☑

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

Yes ☑ No ☐

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

NIL

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

Yes☑ No ☐

Only minor level research work for UG students.

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

	Yes	No	Number
International journals	-	-	-
National journals-referred papers non referred papers	-	-	-
Academic articles in reputed magazines/news papers	-	-	-
Books	Yes	-	7
Any other (specify and indicate)	-	-	-

Note: Teaching of Geography Book has referred as reference book by the TNTEU, Chennai.

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	6	1
International seminars	-	-

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

- Self-instructional materials ☑
- Printed materials ☑
- Non-print materials (e.g. teaching aids/audio-visual, multimedia, etc.) ☑
- Digitalized (Computer aided instructional materials) ☑
- Question bank ☑
- Any other (specify and indicate) ☑
- The college provides technological hardware and software materials, audio visual, multimedia etc. ☑
- Current events are updated by the use of internet ☑

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

Yes ☑ No ☐

Programmes as follows

- Psychology Seminar – Mr.R. Senthil Kumar
- First Aid - Mr. R. Parthiban
- Personality Development – Mrs. M. Pushpa
- Environmental Awareness Programme – Mr. M. Sivakumar
- AIDS Awareness Programme – Mr. M. Sivakumar

The nature of the post.

- Full time –Physical Director
- Part time –Music Master
- Additional charge – Deputed Staff members for cultural and other co-curricular activities

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

Yes ☐ No ☑ - Only citizenship camp – 5 Days programme

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

Yes ☑ No ☐

- Carrier Guidance
- First –Aid
- Personality Development
- Environmental Project Work
- Aids Awareness Programming
- Jewel making workshop
- Cultural Activities, competitions
- District level Debate, Quiz , Sports etc.

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

Yes ☑ No ☐

NGO organizations

- Consumer Awareness programme conducted by Consumers forum.
- Personality and Soft Skill programme conducted by Dr. R.Vadivel.
- Tree plantation – Sapplings are sponsored by Mahendhira Educational Trust, Kalippatti, Namakkal D.T.

GO's Organiszation

- AIDS Awareness programme Street Play – Tamilnadu State Aids Control Board
- Job Fair – Organized jointly with District Employment Office,Namakkal

16. Does the institution provide consultancy services?

Yes ☑ No ☐

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

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

Criterion IV: Infrastructure and Learning Resources

1. **Built – up Area (in sq.mts)**

3130 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?**

Yes ☑ No ☐

50	Number

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

Rs.1, 10,000/-

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

Rs.7, 500/-

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

Rs.10, 000/-

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

Rs. 12,000/-

8. Has the institution developed computer aided learning packages?

YES

9. Total number of posts sanctioned

	Open		Reserved	
	M	**F**	**M**	**F**
Teaching	-	-	3	6
Non teaching	-	-	2	5

10. Total number of posts vacant

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

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	**F**	**M**	**F**
Lecturers	-	-	3	6
Readers	-	-	-	-
Professors	-	-	-	-

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

	Open		Reserved	
	M	**F**	**M**	**F**
Part time teachers	-	-	1	1
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state	08
Other state	01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed	-
B.Ed(100)	9:11

13. a. Non-teaching staff

	Open		Reserved	
	M	**F**	**M**	**F**
Permanent	-	-	2	5
Temporary	-	-	-	-

b. Technical Assistants

	Open		Reserved	
	M	**F**	**M**	**F**
Permanent	-	-	1	3
Temporary	-	-	-	-

14. Ratio of Teaching-non-teaching staff

9:11

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

52%

16. Is there an advisory committee for the library?

Yes ☑ No ☐

17. Working hours of the Library

On working days	9.00 AM -6.00PM
On holidays	9.00 AM –1.00 PM
During examinations	9.00 AM -8.00 PM

18. Does the library have an Open access facility?

Yes ☑ No ☐

19. Total collection of the following in the library

a. Books	
-Textbooks	5500
-Reference books	1020
b. Magazines	10
c. Journals subscribed	
-Indian journals	9
-Foreign journals	9
d. Peer reviewed journals	12
e. Back volumes of journals	-
f. E-information resources	
-Online journals/e-journals	50
-CDs/DVDs	25

-Video Cassettes	10
-Audio Cassettes	10

20. Mention the

Total carpet area of the Library (in sq.mts)	250 sq.mts
Seating capacity of the Reading room	75

21. Status of automation of Library

Yet to initiate	
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	13
Maximum number of day's books is Permitted to be retained	
By the students	14 days
By the faculty	14 days
Maximum number of books permitted for issue	
For students	2
For faculty	5
Average number of users who visited/ Consulted per month	1650
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	1:54

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

6%

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

Articles	2008-2009		2009 - 2010		2010 – 2011	
	Number	Total Cost Rs.	Number	Total Cost Rs.	Number	Total Cost Rs.
i. Text Books	150	38,500	175	42,200	210	48,100
ii. Reference books	100	32,095	110	44,500	105	44,210
iii. Journals/Periodicals	27	9,250	27	9,250	27	9,850
iv. Magazines	10	3,600	10	3,850	10	4,100
iv. Newspaper, Weekly, Monthly	3 2 2	4,320 960 480	**3** **2** **2**	4,520 1,140 510	3 2 2	4,750 1,265 570
Dictionaries	20	14,500	25	18,125	30	21,750
Encyclopedia	5	12,500	5	15,000	7	17,500
Total	Rs.1,16,205		Rs.1,39,095		Rs.1,52,095	

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	-	-	-
B.Ed	-	-	-
M.Ed (Full Time)	-	-	-
M.Ed (Part Time)	-	-	-

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

Yes ☑ No ☐

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

11

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

Yes ☑ No ☐

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

Yes ☑ No ☐

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

	UG			PG			M.Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	95%	95 %	97%	-	-	-	-	-	-
Number of first classes	84	73	76	-	-	-	-	-	-
Number of distinctions	52	39	43	-	-	-	-	-	-
Exemplary performances(Gold Medal and university ranks)	-	-	-		-	-	-	-	-

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

	I	II	III
NET		-	-
SLET/ SET	-	-	-
Any other (TRB selection)	-	-	-
Other govt. department	2	3	1

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

Financial Aid	2008-09	2009-10	2010-11
(i) Merit Scholarship/Govt. Scholarship			
(ii) Merit cum-means scholarship	30	39	36
(iii) Fee concession	09	10	10
(iv) Loan facilities	30	21	10
Any other (Specify and indicate)	-	-	-

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

YEAR	MEN	WOMEN	TOTAL
2008-09	-	7	7
2009-10	-	5	5
2010-11	-	2	2

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

Sports fields Yes ☑ No ☐

Indoor sports facilities Yes ☑ No ☐

Gymnasium Yes ☑ No ☐

12. Availability of rest rooms for Women

Yes ☑ No ☐

13. Availability of rest rooms for Men

Yes ☑ No ☐

14. Is there transport facility available?

Yes ☑ No ☐

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

Yes ☑ No ☐

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

	Organised			Participated		
	Yes	**No**	**Number**	**Yes**	**No**	**Number**
Inter – collegiate	-	-	-	Yes	-	7
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	**7**	**-**
Regional	**7**	**-**
National	**-**	**-**
International	**-**	**-**

18. Does the institution have an active Alumni Association?

Yes ☑ No ☐

If yes, give the year of establishment

2006-07

19. Does the institution have 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

	2008-09 (%)	**2009-2010 (%)**	**2010-2011 (%)**
Higher studies	10%	12%	15%
Employment(Total)	90	87	83

Employment	**2008-09 (%)**	**2009-2010 (%)**	**2010-2011 (%)**
Teaching	50%	57%	47%
Non teaching	40%	30%	36%

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

2008-09	**2009-2010**	**2010-2011**
27	30	32

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

Academic guidance and Counseling Yes ☑ No ☐

Personal Counseling Yes ☑ No ☐

Career Counseling Yes ☑ No ☐

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	One meeting per month
Staff Council	One meeting per month
IQAC/Or any other similar body/ Committee	Once in fifteen days
Internal Administrative bodies contributing to quality improvement of the institutional processes.(Mention only for three most important bodies	1. Academic committee 2. Faculty development committee 3. Guidance and counseling committee

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

Loan Facility - Yes ☑ No ☐

(The college helps in getting loan)

Medical Assistance - Yes ☑ No ☐

(Free Dental Check up, eye check up and Free consultation)

Insurance - Yes ☑ No ☐

Any other (Specify) -

- Free Transport to the staff members from various places.

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

2	2	3

a. Librarian attended seminar and personality development programme.

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.

-

- Staff members participated in the INTEL Programme and Basic Computer Awareness programme.

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

- National

-	-	-

- International

-	-	-

c. Number of faculty development programmes organized by the institution.

- Totally, three faculty development programmes organized by the institution jointly with our sister concern.

1	1	1

- The experts of various departments, micro teaching experts, Psychologists, Principals of different institution will organize different faculty development programmes

d. Number of seminars/Workshops/Symposia on Curricular development, Teaching learning , Assessment etc. organized by the institution.

3	3	3

Number of seminars/Workshops/Symposia – 11

Methods of Teaching: Lecture, Lecture – cum – demonstration, project method, Group discussion, Panel Discussion, Debate, Dramatization (History) etc.

Learning Process : Computer – aided instruction (CAI). Programmed instruction & self learning etc.,

Assessment : Class test, Monthly test, term test model exam, assignment and record works, theory and practical are given.

e. Research development programmes attended by the faculty

1	-	-

f. Invited/ endowment lecturers at the institution

1	1	1

6. How does the institution monitor the programme 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 Assessment by the experts from the college Yes ☑ No ☐

d. Combination of one or more of the above - Yes ☐ No ☑

e. Any other (Specify and indicate) Yes ☑ No ☐

Management Review

7. Are the faculty assigned additional administrative work?

Yes ☑ No ☐

Admission, Inspection duties are assigned as administrative work to the faculty members. Each staff member spends one hour per day for one week during inspection and admission duty.

8. Provide the income received under various heads of the account by the institution.

For Previous academic session

- Grant-in-aid - **NIL**
- Fees - **B.Ed., - 30,00,000/-**
- Donation - **NIL**
- Self funded courses - **B.Ed**
- Any other (Specify and indicate) - **Nil**

9. Expenditure statement in %(for last two years)

	Year 1	Year2
Total sanctioned Budget	-	-
% spent on the salary of faculty	45.60	44.50
% spent on the salary of non-teaching employees	17.02	16.02
% spent on books and journals	0.095	0.082
% spent on developmental activities (expansion of building)	11.12	10.12
% spent on telephone, electricity and water	01.75	01.75
% spent on maintenance of equipment, teaching aids, contingency etc.	2.52	2.52
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2.52	2.52
% spent on travel	8.83	8.83
Any other (specify and indicate)	-	-
Total expenditure incurred	-	-

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

YEAR	SURPLUS Rs.	DEFICIT Rs.
2008 – 09	713454.00	-
2009 – 10	330948.00	-
2010 - 11	321645.00	-

11. Is there an Internal Financial Audit Mechanism?

Yes ☑ No ☐

12. Is there an External Financial Audit Mechanism?

Yes ☑ No ☐

External financial audit mechanism conducted by a Chartered Accountant's firm.

13. ICT/Technology supported activities /Units of the institutions:

- Administration : Yes ☑ No ☐
- Finance : Yes ☑ No ☐
- Student Records : Yes ☑ No ☐
- Career Counseling : Yes ☑ No ☐
- Aptitude Testing : Yes ☑ No ☐
- Examination/Evaluation/Assessment : Yes ☑ No ☐
- Any other (Specify and indicate) : Yes ☑ No ☐
- Interview

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 ☐

They are monitored by Supervisors & Head of the Institutions

The institution gives opportunity for the non teaching staff members to attend seminars and personality development programmes to equip themselves.

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

Yes ☑ No ☐

All the decisions taken by the institution is approved by the Chairman and Administrative Officer.

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

Yes ☑ No ☐

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

a) for teachers ☑

b) for students ☑

c) for non teaching staff ☑

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

Yes ☐ No ☑

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

Yes ☑ No ☐

21. Is the institution 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 Mechanism?**

Yes ☑ No ☐

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

Yes ☑ No ☐

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

Category		2011-2012			
	B.Ed.,	**Men**	%	**Women**	%
A	SC	8	8%	9	9%
B	ST	-	-	-	-
C	OBC	14	14%	69	69%
D	Physically Challenged	-	-	-	-
E	General Category	-	-	-	-
F	Rural	12	12%	30	30%
G	Urban	10	10%	48	48%
H	Any other (Specify)				

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

Category		Teaching	%	Non-teaching	%
A	SC	-	-	-	-
B	ST	-	-	-	-
C	OBC	06	60%	7	70%
D	Women	04	40%	3	30%
E	Physically Challenged	-			
F	General Category	-			
G	Any other (Specify)				

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

Category	**At Admission**		**On Completion of the Course**	
	Batch I 2009-2010	Batch II 2010-2011	Batch I 2009-2010	Batch II 2010-2011
SC	11	10	11	10
ST	01	01	01	01
OBC	87	89	87	89
Physically Challenged	-	-	-	-
General Category	01	-	01	-
Urban	60	30	60	30
Rural	40	70	40	70
If any other	-	-	-	-

Part – II The Evaluative Report

1. Executive Summary - SWOT

MAHENDHIRA COLLEGE OF EDUCATION, established in the year 2007 by the banner of Mahendhira educational Trust was affiliated to Periyar University, Salem. Since2005 It is affiliated to Tamil Nadu Teachers Education University, Chennai.

The College is located in Kalipatti in the Salem – Tiruchengode State highway and the College projects its Name and Fame for its discipline, infrastructure and innovative methods of teaching. To its credit, it has introduced modern classrooms. The College, which has stepped into its 5th year in the field of teacher education, offers 9 Courses with 100 students.

The Mahendhira educational Trust has introduced the concept of Faculty Governance, thus, all the faculty play an important role in administering the diverse academic and non-academic activities of the Institution. The empowerment of the faculty has been propelling force behind the high quality learning experience at Mahendhira college of education. The faculty members are assigned with various theory subjects, and they prepare course plans using the standard format provided by the Institution. The lecture delivery is through hi-tech LCD facilities and the faculty lay emphasize on,

- Knowledge content
- Utility value – Application in Real life
- Latest Developments
- Practical experience
- According to the needs of the schools and society

- Producing efficient teachers
- Serving the society with a noble cause
- Behaviour modification

The classroom sessions are made highly interactive and students are encouraged to think independently and creatively. The students are trained in such a way that they maintain discipline and decorum inside the classroom.

To face the technological challenges, we provide our aspirants with wide spectrum of latest well equipped labs in all domains – Computer Science, biological science, physical science, psychology, language and mathematics. These facilities help our students to avoid capsule based learning and in turn encourage in depth analysis of the subject. The labs are designed to achieve parallel growth in theoretical and practical skills keeping in mind the current developments.

Separate hostels for boys and girls with all necessary infrastructure facility are provided. The ambiance is so much of a home; hence the Hostel can be called "A Home away from Home".

The institution follows the curriculum prescribed by the TAMIL NADU TEACHERS EDUCATION UNIVERSITY and the institution also focuses on Extra Disciplinary Courses, Value Based Education, Communication Skills, and Personality Development Courses which can meet the emerging global trends in Education. We collect regular feedback about the curriculum development from the parents, students, alumni, industries, academic peers and community to upgrade the quality of the curriculum design.

The Teaching-Learning process in our Institution includes Lecture Method, Interactive Classroom Sessions, which includes Case Study, Role Play, Situation Analysis, Activity Based Learning, Experiential learning, Seminars, symposium, Assignments, Team teaching and Brain storming. Our faculty use hi-tech LCD Projectors, OHP to deliver the lectures.

The Institution provides a platform & necessary infrastructure to the faculty members to carry out their research programmes. To promote an attitude of service towards humanity and citizenship among the students, the College has YRC, Sapling Club, Blood Donor's Club and Alumni association to organize various programmes in and around the campus to develop college neighborhood network.

Our Institution is blessed with excellent infrastructural facilities with a hi-tech audio video theatre with multimedia facility. We have two centralized computer labs and 2 examination halls. The institution has a language lab to develop the communication skills of the students. The library is a treasure house of knowledge and the librarians ensure best possible information services. Standard textbooks and books by well known authors are stocked and every effort is made to obtain all titles recommended by the faculty. Multiple copies of popular books are bought and made available. Specialized educational CDs on a variety of topics are available. DELNET facility is also made available to access the books in the libraries from various parts of the country.

REGULATORY BODIES

MAHENDHIRA EDUCATIONAL TRUST

Chairman

Mr.M.G. BHARATHKUMAR.

Secretary

Mrs. B.VALLIAMMAAL.

Managing Directors

Er. BA. MAHENDHIRAN.

Er.B. MAHA AJAY PRASAD

Director

Dr. S.RAJAMANICKAM

Principal

Dr. H. MANJUNATHA

RELATIONSHIP WITH PARENTS

Parents teachers meetings are conducted and their opinion is collected, about their wards performance. If a student's behavior is not up to the mark proper guidance will be given and the parents of the student concerned will be called in person and will be informed of the student's activities by the Principal. The parents should meet the Principal on the appointed date and time without fail.

RELATIONSHIP WITH THE SCHOOLS IN NAMAKKAL DISTRICT :

We have cordial relationship with the following schools

Sl no	SCHOOL	Place
1	Government High Sec School(B)	Mallasamudram
2	Government High Sec School(G)	Mallasamudram
3	Government High Sec School	Devanankurichi
4	Government High School	Kozhikalnatham
5	Government High School	Pallipalayam
6	Vinayaga High Sec School(G)	Pillanatham
7	M.D.V. High Sec School	Tiruchengode
8	Mahendhira High Sec School	Sembampalayam
9	ICL Sankar Higher Secondary School,	Sankagiri.
10	Government High Sec School(B)	Vennandur
11	Government High Sec School(G)	Vennandur
12	Government Higher Sec School(B)	Tiruchengode
13	Government Higher Sec School	Ramapuram
14	Government High School	Kottapalayam
15	Government Higher Sec School	Vaiyappamalai
16	St. Antonys' Higher Sec School	Tiruchengode

RELATIONSHIP WITH THE SOCIETY

The needs of the society is also taken into consideration and the awareness is given to the people in the following terms

1. HIV/AIDS awareness programme
2. Female infanticide
3. Child Labour
4. Global warming awareness
5. Road safety awareness
6. Medical camp
7. Stress on cleanliness

8. Awareness on literacy
9. Pulse Polio camp
10. Consumer awareness
11. Awareness on human rights
12. Awareness on Pollution

SWOT

STRENGTH OF THE INSTITUTION

- The Institution has modern classrooms for better teaching learning process.
- The College has a well equipped lab with latest configuration and Internet facility for accessing student teachers and faculty.
- A well planned action plan is prepared in the beginning of the academic year and it is given to the students as soon the programme is started.
- Innovating teaching methodology with ICT is incorporated.
- The college library is equipped with modern facilities like software automation, internet, photocopy machine and consisting more than 5000 books.
- College buses are plying for both boys and girls for the benefit of the remote area students in and around Salem district.
- Each bus is equipped with mobile phone, first-aid box and fire extinguisher.
- Communication skill and the personality of the student teachers are developed by organizing Soft skill programmes.

WEAKNESS OF THE COLLEGE

- Most of the students have come from rural background and poor in communication skill.
- Most of the parents of the student teachers belong to agricultural background and economically poor.

OPPORTUNITIES

- The placement cell actively engages in facilitating the students to get job opportunities in schools.
- TRB, CTET, TET coaching classes are organized.
- Insurance facilities are provided for the student teachers.
- Fee concessions are given to the economically backward students.
- Student teachers are encouraged to participate and present papers in seminars.

THREAT

- There is always a threat for drop outs due to unavoidable family circumstances.
- Early marriage is also one of the hindrances especially for the girls students.

2. CRITERION – WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

OBJECTIVES:

- To make the teacher acquire relevant knowledge, skills and attitude in pedagogical methods.
- To prepare teachers to become role models in class rooms to be an instruments for building productive citizen of our nation.
- To enhance the competency of the teachers at upper primary, secondary and higher secondary level of education.
- To create a comprehensive understanding about pedagogical methods in organizing learning experiences for students.
- To develop new skills required for teachers in organizing instructional methods using ICT.

Our Mahendhira College of Education was started in the year 2005 with the strength of 100 students. The Vision, Mission, goals, quality policy and students charter of the institution are communicated to the students, teachers and state holders through the college prospectus, college website, calendar and

advertisement. At the time of admission, the above said norms are explained in the class rooms to the students.

The college offers one undergraduate program. The students are free to choose any elective subjects of their choice. The program offers by the college aims at providing high quality with best infrastructural facilities and modern educational technology.

The academic program offers by the college are in tune with the goals of the institution, as they are chosen from the large pool of available programs from the university. The courses offered by the college are mostly value-added courses which are relevant to the present day needs of the society.

The Tamil Nadu Teachers Education University had designed the curriculum in such a way that it has great impact on the teacher society at the national level with employment potential in certain disciplines like Educational technology, Mathematics, Psychology, Sociology, Languages, Physical Science, Biological Science, History and Commerce. The students are given focus on ICT. Language lab has been established to improve the communication skills among the students, to help them compete in the global market.

The goals set by the college are also achieved through curricular and co-curricular activities like organizing or participating in the national and International seminars, workshops, personality development programs like Citizenship camp, Training Programmes, First Aid camp, departmental fests and students extension activities.

Computer literacy and computer skills are imparted to the students through regular curriculum. Huge investments are made by the college in

establishing computer labs with internet facilities. Library has a collection of Video and Audio CDs which can be easily accessed by the students.

VISION:

Education is a continuous process and Mahendhira College of Education will remain in the forefront and will strive to provide quality education and to prepare the future teacher for next generation.

MISSION:

- To engage its resources towards service and upliftment of the underprivileged rural population
- To ensure conducive and equal opportunities to all students enabling than to acquire knowledge and skill of international standards
- To motivate academic faculty to meet the ever increasing challenges in the era of liberalization, privatization, globalization and to provide quality education to its students
- To offer all-round education by making it learner centered, provide continuous education to all students with necessary skills and specializations that would match with the needs of the industry sector and of relevance in the global market
- To provide all the necessary inputs to its students to enable them meet the challenges with courage and fortitude and the changing needs of the society
- To transform student who enter this "Temple of Learning", into motivated and, matured professionals, and above all, humane and responsible citizens of our country

Values:

- To serve the needy section of the society with the service mind.
- To reign supreme both academically and professionally
- Serving the cause of education by giving proper lead to the enrichment and progress of the individual and society.
- Discharging the duties and obligation to the student by the staff on efficient lines.
- Improving the effectiveness of the "Quality Management System" continuously.
- Contributing to the improvement of "Educational Climate" in the classroom and in the campus.
- Involving the parents and students to know more about the facilities provided in our college through personal contacts and electronic media and establish a good rapport.
- To develop co-operation and collaboration equity and social justice

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).

CURRICULUM DEVELOPMENT PROCESS:

- Planning according to the University syllabus
- Teaching learning process(Theory class)
- Teaching practice – School Visit
- Conducting Examination

- Recording Evaluation
- Conducting seminars, symposium, workshop regarding curriculum
- Feed back from the students, alumni, faculty and academic peers are communicated to the academic bodies of the University for Consideration during revision of syllabi. The curriculum is revised once in three years by the chairman and members of the board of studies and then passed in the Academic council for implementation. Suggestions are submitted by the principal on behalf of the staff & students regarding tough areas in the syllabus.

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

Recommendations and suggestions are forwarded to the University during Principals' meeting and also Tamil Nadu Self financing College of Education management Association.

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

i. Basic computer training is provided to our students.
ii. Moral Science classes are conducted
iii. Weekly two periods are allotted for ICT programme
iv. Our students are allowed to Choose Environmental Education as an elective paper and Environment projects are successfully carried out by our students

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

No

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?

Staff members are role model for the students through their demonstration classes, they trainee the students in a systematic way. So that students became a replica of the subject teachers.

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?

The management does all the facilities for the smooth curriculum transaction. Student and staff request regarding curriculum is full filled.

Out campus programmes like camps, environment project and field trips are arranged by the management to compliment the knowledge building and develop the service mind of the students

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..

ICT skills – Internet programmes are provided both for staff and students.

Life skills - Two staff members and 50% of the students were involved in the yoga classes.

Community Orientation - "Temple of Learing" policy is adopted.

Social responsibilities – Students are members of "Self help group" and Rotary club.

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

i. Multidisciplinary –B.Ed course is offered under 9 categories based on subjects namely- Tamil, English, Maths, Physical science, Biological science, History, commerce, Economics and computer science.

ii. Multi skill development

iii. Practice teaching

iv. School experience/ internship

v. Work experience /SUPW

vi. Environmental project, Green clean campus, Noise pollution projects, AIDS awareness programme.

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?

Oral feedbacks are recurred from staff and students during periodic meetings and then recorded. The management has installed suggestion boxes in the college and in the hostel. The students and the staff members may use the box for the representation of their genuine problems/grievances to the management. Also, general suggestions for the improvement of the curriculum may be put in box. The students alumni, employers, society, peer group and stakeholders pass comments on the difficulties of the curriculum using the feedback mechanism which is taken into consideration by the administration and forwarded to the concerned board of studies.

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

Yes. The Curriculum framed by the Tamil Nadu Teachers Education University is rigid. Though our college comes under self financing category we give suggestions regarding the complicated areas of the curriculum to the board of studies and changes are made accordingly. Based on this curriculum learning experience is gained by students in and out of the campus.

1.3.3 What is the contribution of the institution to curriculum development? (Member of BoS/ sending timely suggestions feedback, etc.)

Random suggestions are made and sent. Regular feedbacks are received from staff and students and forwarded to the University/Senate/ Board of studies

1.4 CURRICULUM UPDATE

1.4.1 Which courses have undergone a major curriculum revision during the last three 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).

- From the year 2005-08 our B.Ed., College is affiliated to Periyar University, Salem.
- From the year 2008-09 onwards our B.Ed., College is Affiliated to Tamilnadu Teacher's Education University, Chennai.
- From the year 2009-10 drastic changes have been made by the University, regarding Curriculum Practices.
- This University is updating the Curriculum regarding according to the future needs.

S.No	Subject	Updated changes in the last four years	Needs for the changes.
1	Core 1	The no. of units has been elaborated to 10.	
		Inclusion : Philosophy	To know values of Vedanta ,Buddhism and Jainism
		Health education	To know safety measures and first aid
		Educational thinkers	To lead a philosophical path and purity life.
2	Core-II	Title of the paper has been changed psychology of education to psychology of teaching and learning and then as psychology of learning and human development **Deletion :** schools of psychology Meta –cognition & linguistics	Too heavy to learn To high to be cognized at Bed level

3	Core-III	Education and Research has been changed as Educational Innovations and management.	
		Inclusion: Technology, management	To adopt technology in education. To know the managerial skill
4	Elective (Guidance and Counselling)	The no. of units has been elaborated from 5 to 10 from 2009 onwards. **Inclusion**: Group guidance, vocational choices, guidance for exceptional children.	To give guidance to the students and problem solving in school situation to deal with the exceptional children.
5	Elective(Environmental Education)	Environmental studies has been changed as Environmental Education. **Inclusion** Environmental movements and policies in India.	To create awarness about global threat.
6	Elective(Comp	Introduced as one of	

	uters in Education)	the electives.	
7	Elective(curriculum development)	Introduced as one of the electives	
8	Teaching of Tamil-I	**Inclusion** Curriculum of Tamil (kallaithitam) Translation (mozhi peyarpoo)	To know the objectives of framing curriculum To know the ideas of other languge laureates
		Sociology and language (samogaviyallum mozhiyum)	To know the sociological background of the tamil language.
9	Teaching of Tamil-I	**Inclusion** Evaluation. (mathipeedudhal) Blooms taxanomy (blooming karpithal kotpadu).	To know the evaluation process.
10	Teaching of English-I	Inclusion	
		listening skill	To know elaborately about it.
		Speaking skill,	To know elaborately about it
11	Teaching of English-II	**Inclusion** Teaching vocabulary	To know the usage of vocabulary

12	Teaching of Mathematics-I	**Inclusion** Text book review,	To analyse the School text book
		The history and contribution of Mathematics to Mathematics.	To develop healty attitude towards mathematics
13		Psychological theories contribution to the development of mathematics. **Deletion** 1 Mathematics curriculum	To treat the child based on individual difference To learn easier concept at this stage.
14	Teaching of Mathematics-II	**Inclusion**	
		learning theories ,	To develop learning packages.
		E-sources, curriculum development .	To adopt in teaching learning .
		Deletion Evalution using statistics, research in mathematics.	Too heavy in Mathematics.
15	Teaching of physical	12 units has been merged into 10 units.	

	science-I	Inclusion: Unit plan	To divide the portion according to the difficult level of the portion.
16	Teaching of Physical Science-II	**Inclusion:** Globalization and discoveries in science.Science curriculum,Models of teaching,Science library.	To know the importance and make the students to take part in science programmes and scientific discoveries.
17	Teaching of Biological Science-I	No major changes	-
18	Teaching of Biological science-II	The content of all the unit has been elaborated	To enrich their knowledge and adopt technology in education.
19	Teaching of History-I	Slight modification in the content of all the units	To know the specific objectives of history in all the levels like Elementary, High &Higher Secondary .+

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.)

Limited provisions are there for revision and updating the curriculum but staff, students and stake-holders feedbacks are taken into consideration by the University Board of studies regarding the above.

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 three years in curricular aspects?

The quality enhancement measures are achieved by arranging guest lectures, organizing seminars, etc. The practice of obtaining feedback on curriculum and further processing also enhanced the quality.

- According to Tamil Nadu Teacher's Education University syllabus, a detailed scheme is prepared for each subject and a copy of this is given to each student teacher.
- The advantage of this method of teaching is that all the topics given in the syllabus are covered without any omission and the students come to know the lesson to be taught before hand.
- Each student is given 'Notes' in the form of a 'Printout', prepared by our staff members for better understanding and securing good marks in the University examinations.
- The students who have 'practicals' are given' Practical procedure' one day before the practical class in the form of print outs.
- The subject notes given in each semester are converted in the form of Soft and hard copies and they are kept in the library for the future reference.
- Each semester subject related Guest Lectures by eminent experts are arranged for the betterment of the students. Industrial Visits are also provided for the benefit of the students.
- PowerPoint Presentation is prepared for all the subjects by the respective staff members for better teaching learning.
- Subject related CDs are purchased and their respective abstracts are prepared in detail. Students are shown the CDs in the AV theatre periodically.

1.5.2 What innovations / best practices in curricular aspects, have been planned/implemented by the institution?

- Election of office bearers for association meetings
- Inviting guest lectures to deliver lectures on thrust areas
- Arranging educational field trips
- Motivating the students to participate in co curricular and extra curricular activities.
- Organizing sports meet in the campus either at the inter university level or at the zonal level.
- Conducting placement training program every year
- Arranging for campus interview
- Yoga and meditation programmes are arranged
- Environmental Awareness program is conducted.
- First Aid and AIDS Awareness program are conducted.
- Personality Development programme are conducted every year..

CRITERION – II : TEACHING – LEARNING AND EVALUATION

2.1. ADMISSION PROCESS AND STUDENTS 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?

When the admission process opens up, a wide publicity is given to the courses offered in the college and the applications are invited from eligible candidate. The filled in applications are sorted out in the Admission Office, the eligible candidates are admitted after verifying the certificates as shown below

1. Candidates should have passed U.G. degree examination with 10+2+3 stream, with the same main subject in part III, for which she is seeking admission to the B.Ed., Course.
2. Candidates who have taken more than one main subject in Part III (Double or Triple major) of the U.G. degree have to choose only one of the main subject and apply for that optional in B.Ed.,
3. Candidates who have done their U.G. degree in Applied Chemistry, Bio-Chemistry or Applied Physics can apply for Physical science as optional respectively in B.Ed., those who have done Environmental Science and Microbiology can apply for Biological science as optional in B.Ed.,
4. In the case of candidates belonging to SC and ST communities, a pass in the relevant UG degree course is enough (or) eligible.
5. No Age Limit

Equity is ensured at the time of admission by considering disadvantaged, financially oppressed, educationally backward, differently able

students and students with outstanding records in sports and games. The management extends support to the needy students from the Trust funds. For some students hostel rent is waived.

After admission the institution adopts methods for assessing students, knowledge, needs and skills before the commencement of the program through marks secured by the candidates, and personal interview.

The eligible candidates are admitted on merit basis. The ranking list is displayed on the notice board of the admission department, and registration are made accordingly.

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

The publicity for all the courses is widely advertised through leading News papers it is also announced through Educational fairs and Seminars conducted at important cities and districts. The Posters and Brochures are also sent to various academic institutions, the stalls are hosted in Educational Exhibitions & fairs for the advertisement of the courses.

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

B.Ed. course offered by the college is self funded and eligible students are admitted through merit basis and according to the admission process. Equal opportunity is provided without bias.

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)

- In case of candidates belong to SC and ST community, a pass in the relevant UG degree courses is enough for admission.
- No age limit
- Concession is given for physically handicapped and financially backward students.
- No Language bar

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.

After admission the institution adopts methods for assessing students' knowledge, needs and skills before the commencement of the program through marks secured by the candidates, group discussion, aptitude test and personal interview.

This process helps the teachers to assess the students' potential, academic back ground and their skill in English, as most of the students are from rural background.

Since the medium of instruction offered is English and in order to bridge the gap between the incoming students, the English department conducts standardized language skill test in English, and based on the scores, the department identifies and remedial support is provided by Conduct and Bridge courses to the weaker students and make them understand the subjects with ease.

2.2 CATERING TO DIVERSE NEEDS.

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

Most of the modern subjects are computer-based. The library and information services are upgraded to provide the current technology developments to students through E-Journals, on-line journals, audio-visual aids and CD. The college has a very resourceful library with a large number of latest books, and National and International Journals in various subjects. The library functions right from 8.00 a.m. to 6.00 p.m on all working days. In order to manage the extended hours, additional staffarebeing deployed by the management. The hostellers are benefited by a peaceful environment by self study.

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

- Methods of teaching are taught
- Lab facilities, Library facilities are provided
- Computer facilities are adequate.
- Teaching practice is given by sending them to various schools
- Teachers visit to these schools to clarify their doubts
- NET facilities is provided
- Cultural and sports programmes are arranged

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?

- Various inter-collegiate competitions
- Oratorical competitions
- Quiz and various co-curricular activities
- Seminars, workshops and training programs
- They are also given challenging assignments
- Asked to handle seminars to their junior students
- They are advised to apply for the minor projects to various funding agencies.
- They are also advised to write competitive examinations
- Advanced learners are helped in getting placements by conducting training programme, Aptitude test etc. are arranged to create equity among students and to get rid of the diversities.

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

The teacher educator in the college has undergone great transformation from the conventional chalk and talk method. The staff members also use LCD and OHP. Seminar presentation, project work and any interactive lectures are frequently carried out through LCD and OHP both by teachers and students. The OHP and LCD facilitate faster and effective learning. The Teacher Educators present their seminar through posters or oral presentation in conferences.

Self appraisal formats are filled by the teachers themselves. Re-interview (Reviews) are conducted randomly by the management.

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?

A detailed course plan for each department is prepared in consultation with the teachers and it is given to the students. They are also given advice on learning processes and use of reference text books, journals and internet. They are also encouraged to know the subject before hand which will help them to understand the subject better and inculcate the habit of life long reading and learning and also knowledge management 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.)

The institution engage students in active learning in many ways. By using the learning recourses as stated below

- Students improve their knowledge by reading many books from the library provided by the institutions
- In addition, study materials in the form of printouts prepared by faculty are given to the students.
- Computer lab facilitate the students with educational web sites.
- Students were also motivated to engage to study in groups.
- Students are also motivated to do individual projects. Our faculty members guide the students to complete the projects,
- Our institution stimulus the students to improve their teaching competency
- Students are trained for the peer teaching before going to the actual class room teaching.
- Students are encouraged to have a role playing to improve their commutation skills.
- Students are motivated to carry out the internship activities.

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?

Strategies followed for the students centered learning:

1. Students are encouraged to take part in seminars
2. Subject wise quiz competitions are conducted
3. Conduction of personality development programmes
4. Organizing national and state level seminars
5. Students are motivated to present abstracts in seminars
6. Students are given opportunity for doing internship
7. Educational trips
8. Field and industrial visits such as Green Clean campus, Noise pollution, Recycling of waste etc., are done.
9. Arranging guest lectures
10. Leadership quality is developed
11. Rural camps take students through an exciting learning experience which helps them to executive control and live with constrains. They also learn to work in teams during First aid camp.
12. AIDS awareness programmes are arranged - students clarify their doubts regarding HIV, AIDS and other genital problems and propagate awareness to the public.

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

- Lecture method
- Interactive Method
- Programmed Learning

- Computer assisted learning
- Experimental Learning
- Seminar Presentation
- Panel method
- Effective learning through OHP and LCD
- Conventional Chalk and talk
- Demonstration class
- Workshop
- Symposium
- Debate
- Discussion

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

Yes, the institution has a provision for additional training in models of teaching. The teaching learning process provides micro teaching, observation, demonstration teaching, in-service training, special classes for particular programme conducted by basic computer awareness programme, DIET, SSA, ABL, ALM etc., Internship training is also provided.

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

Yes the student teachers use micro-teaching technique for developing teaching skills. As per the syllabus seven skills are practiced by students before going to the teaching practice

- Students are made to understand the skills of microteaching.
- They are insisted to choose the model lesson
- They prepare the lesson plan (in the form of conversation model)
- Practice teaching is given in the seven skills namely.
    1. Skill of explaining
    2. Skill of questioning
    3. Skill of black board writing
    4. Skill of stimulus variation
    5. Skill of reinforcement
    6. Skill of demonstration
    7. Skill of illustration with examples
    8. Skill of Introduction
- Microteaching practice is given to students before macro teaching

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

A teacher has to plan a lesson to be taught within a period of class room teaching. He has to select a topic which is to be covered within a period of 45 minutes duration. The topic is also analysed in terms of the element of the topic of teaching points. The teaching objectives and their weightage are also determined in terms of time (minutes) allotted to them.

Illustration:

1. Topic for writing an essay is discussed.
2. General objectives for writing composition is explained
3. Specific objectives for writing an essay is given in detail
4. Pre-requisits or previous knowledge of the student is explored
5. Introducing topic is made
6. Statement of the essay is pointed out
7. Narration of the teacher is done
8. Students are questioned
9. Description by the teacher is given/ summing up takes place
10. Recapulatory questions are asked
11. Home work / assignment are given.

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

Block Teaching is the reorganization of the academic year into working hours.

B.Ed.,

1. Total number of working days = 180 days
2. Total number of hours = 1060 hours
3. Number of hours for Theory = 820 hours
4. Number of hours for Teaching Practice = 240 hours

Internship training is given to our B.Ed., students beyond Teaching Practice. It develops their future career, offers glimpses into issues.

We have one school run by our trust.

1. Mahendra Matric Higher Sec School, Kalipatti.

Our students take internship training in these schools they assist the regular teachers, supervise the students, attend committees and

participate in all curricular & co-curricular activities. They update their skills through this internship training rather than macro teaching.

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

During teaching practice the B.Ed teacher educators go on school visits, they observe the B.Ed trainees class handling method, give suggestions to the guide teacher about their draw backs. And then the guide teacher acts as mentors and corrects the trainee. Good rapport is maintained between the B.Ed faculty and the guide teacher.

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

The teachers and students keep pace with the recent developments in their subjects by periodically consulting the internet, latest books, and National and International journals. The departments organize National or State level seminars or workshops which are sponsored by the management. Eminent personalities are invited to give lectures on current development in their fields. The trainees are given personality development programmes and trained in microteaching skill to meet the needs of school students.

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

Most of the modern subjects are computer based. The library and information services are upgraded to provide the current technology developments to students through e- journals, on-line journals, audio – visual aids and CD. The college has a very resourceful library with a large number of latest books, and national and international journals in various subjects. Student Teachers are advised to prepare OHP, PPT, downloading, the rare content from the website and online learning etc.

2.4 TEACHER QUALITY

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

The ratio of students teacher in teaching practice school is 1:5 as per the CEO order.

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

For performance improvement conversations, discussions, conducting diagnostic test, Supervising study, exchange of ideas in class etc., are given as feed back to the students

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

Students are provided updated information on policy decision, changes in curriculum and their current event knowledge is also updated and it will be displayed in the students notice board and also circulated to the faculty members.

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

Students and faculty keep pace with the recent development by adopting ABL (Activity Based Learning) , ALM (Active Learning Method) and ICT (Information Computer Technology) method in the schools subjects and teaching methodologies. We are organize guest lecture and orientation programmes.

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

- Faculty development programme are arranged
- In-service training is given
- On duty is given to the faculty for attending the seminars (National and International) by the management
- Guest lectureship are arranged
- First aid Training is given for faculty also
- Citizenship Training is also provided

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

Yes, the institution has the mechanism to reward and motivate staff members for good performance

- The teacher educators performances are recognized and honored by the management.
- The best performances will be appreciated in meetings and public address.

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)

- Barriers of the student learning is identified by conducting Model test.
- Our institution provides proper special classes for slow learners .
- It also provides ventilated class room .
- For technological knowledge development among the students our institutions provide public address system, tape recorder, TV set, LCD Projector, display boards, camera etc.,
- To give effective learning for the students our institutions provide well qualified staff members with effective teaching competency

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?

As the institution is affiliated to TNTEU, the assessment pattern of the university will be followed. The components of the internal assessment are

- Test
- Assignment
- Seminar
- Total mark of this will be carried out for the university external evaluation.
- The institution conducts periodical class tests, midterm and one model examination.
- To prepare the student teachers for university commission, model commission will be conducted.

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

- The institution follows continuous comprehensive evaluation by assessing students' performance in seminar, assignment, group discussion, activities then and there so as to rectify them.
- Formative assessment and summative assessment will be done, based on the performance the student teachers are catered and the methodology which facilitate them will be adopted.
- Tutorials will be arranged.
- Staff members pay attention to slow learners
- Special attention is paid to slow learners by interacting with them both outside and inside the classroom
- The test marks are regularly informed to the parents and they are requested to meet the faculty for a joint counseling session.
- Faculties motivate the students to read journals and inspiring books for self improvement.

2.5.4 How is ICT used in assessment and evaluation processes?

Internal: Assignments seminars, class tests, mid term, model examination marks are computerized and displayed in the notice board.

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?

Innovations in Teaching-Learning

- Staff prepare month-wise teaching plan for the subjects assigned to them.

- At the beginning of every academic year, the students are issued with our college calendar and the syllabus scheme carrying detailed information about the subject to be taught in advance.
- Each student is given 'Printout', prepared by the staff for all the subjects as per the scheme.
- Our staff members refer many books, journals, magazines and internet before preparing the printout materials.
- At the end of the year, the Notes of all the subjects are converted in the form of Soft copies and hard copies and kept in the library for the reference of the staff and the students.
- Our faculty follows different teaching-learning methods which includes the lecture method for communicating the details of the contents in the subject.
- They also follow interactive method to encourage the students to take active participation in the classroom. They use case studies, role plays, simulation games, situation analysis to enhance the active participation of the students.
- To gain the practical knowledge of the subject the students undergo a project based learning wherein the students are sent to various industries to undertake the project work.
- The staff members use Hi-Tech audio visual aids such as LCD Projectors as a supplement for the lecture method.
- Online access of the topic is done by the faculty members inside the classroom. DELNET facility is made available for accessing libraries in various parts of the country.
- The students are given written assignments to inculcate confidence and the habit of self-learning. Seminars for better understanding of the subject are made compulsory. Students are also encouraged to use audio-visual aids like LCD to bring out their creative thoughts.

- Apart from academic excellence, we also train our students to instill skills like personality development, communication skills, individuality, leadership qualities, decision making skills, planning skills, marketing skills, organizing skills, effective event management skills, problem solving skills, interpersonal skills, administrative skills, etc. to make them reach the global standard with the help of the training experts from different parts of India.
- We inculcate the habit of reading newspapers, magazines and journals to gain worldly knowledge. We also improve the emotional and spiritual quotient of our students through value based education.

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

The college encourages the faculty members to make use of ICT at the maximum.

- The teacher educators select the media or technology based on the topic selected, instructional objectives, available resources and nature of the student teachers.
- **Printed materials:** printouts are prepared by the staff members covering all the units.
- **Video tapes:** video tapes are prepared for micro teaching. The student teachers operate these and learn by themselves.
- **Net lab:** All the computers are facilitated with internet connections. The student teachers and staff can enrich their knowledge.
- All the activities aims at developing the following pre – requistic which is required for a teacher of this modern world

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?

As the institution Motivates and permits the faculty members to take part in research oriented programmes by providing on duty, to enrich their research awareness. Faculty members are motivated to publish books & research articles in journals and magazines.

Objectives of Research

The term research is not a compact way of spelling 're-search' for it is not merely a search repeated. It is an "intellectual activity which brings to light new knowledge or correct previous errors and misconceptions and add in an orderly way to the existing corpus of knowledge".

To gain familiarity with a phenomenon or to achieve new insights into it (such studies are called explorative or formularize' research studies)

- To portray actually the characteristics of a particular individual, situation; or a group (Descriptive research studies)
- To determine the frequency with which something occurs or which it is associated with something else (Diagnostic research studies)

PROMOTION OF RESEARCH

The college has established a research committee in the year 2008 and the committee consists of our college Chairman as President and our Principal as the Secretary and our Faculty Member M. Sivakumar, Lecturer in Tamil as Research Committee Co-ordinator.