RE – ASSESSMENT

SELF APPRAISAL REPORT

DECEMBER, 2012
PART I: INSTITUTIONAL DATA

A) Profile of the college

1. Name and address of the college:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Pin code</th>
</tr>
</thead>
<tbody>
<tr>
<td>OXFORD COLLEGE OF EDUCATION</td>
<td>PIRATTIYUR</td>
<td>TIRUCHIRAPPALLI</td>
<td>TAMIL NADU</td>
<td>620 009</td>
</tr>
</tbody>
</table>

2. Website URL : www.oxfordced.edu.in

3. For communication : Oxford College of Education
                       Pirattiyur
                       Tiruchirappalli – 620 009
                       E.mail : oxfordbedcollege@gmail.com

Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Area / Std Code</th>
<th>Tel. No.</th>
<th>Fax No.</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. S. Nirmala Secretary</td>
<td>0431</td>
<td>2403474</td>
<td>2403651</td>
<td><a href="mailto:secretary@oxfordced.edu.in">secretary@oxfordced.edu.in</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:nirmalasubram@gmail.com">nirmalasubram@gmail.com</a></td>
</tr>
<tr>
<td>Dr. S. Govindarajan Principal</td>
<td>0431</td>
<td>2403474</td>
<td>2403651</td>
<td><a href="mailto:drsgovindarajan@gmail.com">drsgovindarajan@gmail.com</a></td>
</tr>
</tbody>
</table>

NAAC Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Area / Std Code</th>
<th>Tel. No.</th>
<th>Fax No.</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. S. Hema Asst. Professor</td>
<td>0431</td>
<td>2403474</td>
<td>2403651</td>
<td><a href="mailto:hemarajalingam@yahoo.in">hemarajalingam@yahoo.in</a></td>
</tr>
<tr>
<td>Dr. S. Devanathan Director/Academic</td>
<td>0431</td>
<td>2403474</td>
<td>2403651</td>
<td><a href="mailto:oxfordbedcollege@gmail.com">oxfordbedcollege@gmail.com</a></td>
</tr>
</tbody>
</table>
4. Location of the college: (based on Govt. of India census)

Urban -
Semi-urban -
Rural ✓
Tribal -
Hilly Area -
Any other (Specify) -

5. Campus area in acres/sq.mts: 5.13 ½ Acres

6. Is it a recognized minority institution?

| YES | NO | ✓ |

7. Date of establishment of the college:

<table>
<thead>
<tr>
<th>MONTH</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>2006</td>
</tr>
</tbody>
</table>

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

TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI – 600 005
9. Date of UGC recognition under Section 2F and 12B of the UGC Act:

<table>
<thead>
<tr>
<th>2(F)</th>
<th>MONTH</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12B</th>
<th>MONTH</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

10. Type of institution:

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

iv. Any other (specify & Indicate)

b. By gender

i. Only for Men

ii. Only for Women

iii. Co-education


c. By funding

i. University Department

ii. RIE

iii. IASE

iv. Autonomous

v. Affiliated College

vi. Constituent College

vii. Composite College

viii. CTE

ix. Any other (Specify & Indicate)
11. Does the University/State Education Act have provision for autonomy:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

If yes, has the college applied for autonomy?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SNO</th>
<th>Level</th>
<th>Programme/ Course</th>
<th>Entry Qualification</th>
<th>Nature of Award</th>
<th>Duration</th>
<th>Medium of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I)</td>
<td>Pre-Primary</td>
<td>-</td>
<td>-</td>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II)</td>
<td>Primary/Elementary</td>
<td>D.El.Ed.</td>
<td>+2</td>
<td>Certificate</td>
<td>2 Years</td>
<td>Tamil</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III)</td>
<td>Secondary/Sr.Secondary</td>
<td>-</td>
<td>-</td>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Ed.</td>
<td>UG/PG</td>
<td>Degree</td>
<td>1 Year</td>
<td>Tamil</td>
</tr>
<tr>
<td>IV)</td>
<td>Post Graduate</td>
<td>-</td>
<td>-</td>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V)</td>
<td>Other (specify)</td>
<td>-</td>
<td>-</td>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Programme</th>
<th>Order No. &amp; Date</th>
<th>Valid Upto</th>
<th>Sanctioned Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Criterion I: Curricular Aspects

1. Does the Institution have a stated

<table>
<thead>
<tr>
<th>Vision</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Values</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Objectives</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

If YES,

a) How many programmes? 1

b) Fee charged per programme

As per Government norms.

3. Are there programmes with semester system? No

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies? If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

   The university is organizing principals meet every year to get feedback regarding syllabus and curriculum. In this meeting the principal express his view and other suggestions made by the stakeholders to revise or to carry out certain modifications in the existing programme. The university considers the suggestions received in the meeting and also from various representations of the affiliated colleges and accordingly the university do the needful for the curriculum development.
5. Number of methods/elective options (programme wise)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 11</td>
<td>4</td>
</tr>
<tr>
<td>2011 - 12</td>
<td>6</td>
</tr>
<tr>
<td>2012 - 13</td>
<td>9</td>
</tr>
</tbody>
</table>

6. Are there Programmes offered in modular form:

YES

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

Yes ✓ No

Number 2

8. Are there Programmes with faculty exchange/visiting faculty

Yes ✓ No

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

- Heads of practice teaching schools YES
- Academic peers YES
- Alumni YES
- Students YES
- Employers YES
10. How long does it take for the institution to introduce a new programme within the existing system? ----- 

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Number: TWO

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>
Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
   - Through an entrance test developed by the institution
   - Common entrance test conducted by the University/Government
   - Through an interview
   - Entrance test and interview
   - Merit at the previous qualifying examination

   (There is no provision for Entrance test in our Tamil Nadu Government at present)

2. Furnish the following information

<table>
<thead>
<tr>
<th></th>
<th>Academic Details</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Bridge Course/Programme</td>
<td>10.08.2010</td>
<td>16.08.2011</td>
<td>11.09.2012</td>
</tr>
<tr>
<td>b</td>
<td>Date of beginning of the academic year</td>
<td>09.08.2010</td>
<td>10.08.2011</td>
<td>31.08.2012</td>
</tr>
<tr>
<td>c</td>
<td>Date of last admission(University Submission)</td>
<td>30.09.2010</td>
<td>15.10.2011</td>
<td>31.10.2012</td>
</tr>
<tr>
<td>d</td>
<td>Date of closing of the academic year</td>
<td>07.05.2011</td>
<td>22.05.2012</td>
<td>-</td>
</tr>
<tr>
<td>e</td>
<td>Total teaching days</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>f</td>
<td>Total working days</td>
<td>202</td>
<td>210</td>
<td>210</td>
</tr>
</tbody>
</table>
3. Total number of students admitted (2012-13)

<table>
<thead>
<tr>
<th>B.Ed. / Year</th>
<th>Number of students</th>
<th>Reserved</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gender</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>2012-2013</td>
<td>M</td>
<td>14</td>
<td>86</td>
</tr>
</tbody>
</table>

4. Are there any overseas students? If yes, how many?

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).

<table>
<thead>
<tr>
<th>Unit Cost</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Excluding salary component</td>
<td>13647</td>
<td>31416</td>
</tr>
<tr>
<td>b Including salary component</td>
<td>29990</td>
<td>48003</td>
</tr>
</tbody>
</table>

(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

<table>
<thead>
<tr>
<th>B.Ed. / Year</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest (%)</td>
<td>Lowest (%)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>84.84%</td>
<td>58.89%</td>
</tr>
</tbody>
</table>
7. Is there a provision for assessing students’ knowledge and skills for the programme (after admission)?

   Yes.

8. Does the institution develop its academic calendar?

   Yes.
   - Every year master plan has been developed.

9. Time allotted (in percentage)

<table>
<thead>
<tr>
<th>B.Ed. / Year</th>
<th>Theory</th>
<th>Practice Teaching</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 – 2013</td>
<td>58%</td>
<td>22%</td>
<td>20%</td>
</tr>
</tbody>
</table>

10. Pre-practice teaching at the institution

<table>
<thead>
<tr>
<th>Pre Practice Teaching</th>
<th>2010-2011</th>
<th>2011-12</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Number of pre-practice teaching days</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>b Minimum number of pre-practice Teaching lessons given by each student</td>
<td>6 Lessons (Op-I+Op-II)</td>
<td>6 Lessons (Op-I+Op-II)</td>
<td>6 Lessons (Op-I+Op-II)</td>
</tr>
</tbody>
</table>

11. Practice Teaching at School

<table>
<thead>
<tr>
<th>Practice Teaching</th>
<th>2010-2011</th>
<th>2011-12</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Number of schools identified for practice teaching</td>
<td>40</td>
<td>50</td>
<td>21</td>
</tr>
<tr>
<td>b Total number of practice teaching days</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>c Minimum number of practice teaching lessons given by each student. Each optional has 20 lessons (20+20 = 40)</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

| No. of Lessons In simulation | 02 | No. of Lessons Pre-practice teaching | 06 |

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

Yes. Details on evaluation are mentioned in the college student hand book, which will be distributed to students, at the beginning of the programme.

14. Does the institution provide for continuous evaluation?

Yes. Continuous and periodical evaluation is being conducted through internal tests, assignments, seminars, lab works, practice teaching etc.

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

<table>
<thead>
<tr>
<th>B.Ed. / Year</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>2011-2012</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>2012-2013</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

16. Examinations

<table>
<thead>
<tr>
<th>Tests/Assignments</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sessional tests held for each paper</td>
<td>6 (Unit Test : 4; Revision/Model Examination : 2)</td>
<td>6 (Unit Test : 4; Revision/Model Examination : 2)</td>
<td>6 (Unit Test : 4; Revision/Model Examination : 2)</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of assignments for each paper</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
17. Access to ICT (Information and Communication Technology) and technology.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Intranet</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Software / courseware (CDs)</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Audio resources</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Video resources</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Teaching Aids and other related materials</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

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

Yes

19. Does the institution offer computer science as a subject? If Yes, is it offered as a compulsory or optional paper?

Yes. As Optional paper and Elective paper
Criterion III: Research, Consultancy and Extension

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>14.28%</td>
</tr>
</tbody>
</table>

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

   - Yes ✓ No □

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

<table>
<thead>
<tr>
<th>Funding agency</th>
<th>Amount (Rs)</th>
<th>Duration (Years)</th>
<th>Collaboration, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSM Educational Trust</td>
<td>Rs. 35,000</td>
<td>1 Year</td>
<td>NGOs</td>
</tr>
</tbody>
</table>

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

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

   - 15

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

   (Mark ✓ for positive response and X for negative response)

   - Teachers are given study leave ✓
   - Teachers are provided with seed money ✓
   - Adjustment in teaching schedule ✓
   - Providing secretarial support and other facilities ✓
   - Any other specify and indicate (Computers, Unlimited Internet) ✓

     Teachers were provided on duty.
5. Does the institution provide financial support to research scholars?

   Yes ☑   No □

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

   a. Ph.D.   --
   b. M.Phil., 2

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

   Yes ☑   No □

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

<table>
<thead>
<tr>
<th>Details of the Publication</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>International journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National journals – referred papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non referred papers</td>
<td>✓</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Academic articles in reputed magazines/news papers</td>
<td>✓</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>✓</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

   Yes ☑   No □

   Number 3

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

    | Faculty | Students |
    |---------|----------|
    | National seminars | 31 | 22 |
    | International seminars | 08 | -- |
    | Any other academic forum | 07 | 9 |
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) OHP Sheets

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

   8
16. Does the institution provide consultancy services?    Yes ✔    No □

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

--

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

<table>
<thead>
<tr>
<th>Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local level</td>
<td>✔</td>
</tr>
<tr>
<td>State level</td>
<td>✔</td>
</tr>
<tr>
<td>National level</td>
<td>✔</td>
</tr>
<tr>
<td>International level</td>
<td>--</td>
</tr>
</tbody>
</table>
Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)
   - 3310.68 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 □
   - g) Language lab: Yes ✓ No □

3. How many Computer terminals are available with the institution?
   - 71

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

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?
   - Rs.3.71 Lakhs
6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 40,000

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

Rs. 1.5 Lakh

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

Yes ☑️ No

9. Total number of posts sanctioned

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Teaching</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 14 09

10. Total number of posts vacant

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Teaching</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

11. a. Number of regular and permanent teachers

(Gender-wise)

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Readers</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Professor</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>
b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Readers</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Professors</td>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

c. Number of teachers from

<table>
<thead>
<tr>
<th></th>
<th>Same state</th>
<th>Other states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>13</td>
<td>01</td>
</tr>
</tbody>
</table>

12. Teacher student ratio (program-wise)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Teacher student ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>1:7</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>-</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>-</td>
</tr>
</tbody>
</table>

13. a. Non-teaching staff

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Temporary</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

b. Technical Assistants

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Temporary</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
14. Ratio of Teaching – non-teaching staff  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5:3</td>
<td></td>
</tr>
</tbody>
</table>

15. Amount spent on the salaries of teaching faculty during the previous academic session  

(% of total expenditure)  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.61%</td>
<td></td>
</tr>
</tbody>
</table>

16. Is there an advisory committee for the?  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

17. Working hours of the Library  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On working days</td>
<td>9.00 am to 5.00 pm</td>
</tr>
<tr>
<td>On holiday</td>
<td>10.00 am to 12.30 pm</td>
</tr>
<tr>
<td>During examinations</td>
<td>9.00 am to 5.00 pm</td>
</tr>
</tbody>
</table>

18. Does the library have an Open access facility  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

19. Total collection of the following in the library  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Books</td>
<td>8849</td>
</tr>
<tr>
<td>- Textbooks</td>
<td>7264</td>
</tr>
<tr>
<td>- Reference books</td>
<td>1585</td>
</tr>
<tr>
<td>b. Magazines</td>
<td>6</td>
</tr>
<tr>
<td>e. Journals subscribed</td>
<td></td>
</tr>
<tr>
<td>- Indian journals</td>
<td>11</td>
</tr>
<tr>
<td>- Foreign journals</td>
<td>1</td>
</tr>
<tr>
<td>f. Peer reviewed journals</td>
<td>2</td>
</tr>
<tr>
<td>g. Back volumes of journals</td>
<td>46</td>
</tr>
</tbody>
</table>
h. E-information resources
    - Online journals/e-journals  600
    - CDs/ DVDs  14
    - Databases  2
    - Video Cassettes  25
    - Audio Cassettes  20

20. Mention the
    Total carpet area of the Library (in sq. mts.)  349
    Seating capacity of the Reading room  125

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 ✓
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 25

Maximum number of days books are permitted to be retained
by students 15
by faculty 30

Maximum number of books permitted for issue
for students 6
for faculty 10

Average number of users who visited/consulted per month 1200

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled 15:1

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

2%
26. Provide the number of books/journals/periodicals that have been added to the library during the last three years and their cost.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total cost (in Rs.)</td>
<td>Number</td>
<td>Total cost (in Rs.)</td>
<td>Number</td>
</tr>
<tr>
<td>Text books</td>
<td>500</td>
<td>1.15 lakhs</td>
<td>172</td>
<td>31,279</td>
<td>256</td>
</tr>
<tr>
<td>Journals/Periodicals</td>
<td>21</td>
<td>24,500</td>
<td>21</td>
<td>22,761</td>
<td>14</td>
</tr>
<tr>
<td>Any others specify and indicate</td>
<td>Delnet</td>
<td>16,500</td>
<td>-</td>
<td>11,500</td>
<td>-</td>
</tr>
</tbody>
</table>
Criterion V: Student Support and Progression

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>01</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

Yes ☑️ No

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

10

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)

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass percentage</td>
<td>86%</td>
<td>89.39%</td>
<td>85.36%</td>
</tr>
<tr>
<td>Number of first classes</td>
<td>156</td>
<td>54</td>
<td>88</td>
</tr>
<tr>
<td>Number of distinctions</td>
<td>13</td>
<td>123</td>
<td>81</td>
</tr>
<tr>
<td>Exemplary performances (Gold Medal and university ranks)</td>
<td>01</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

<table>
<thead>
<tr>
<th></th>
<th>2009 – 10</th>
<th>2010 – 11</th>
<th>2011 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLET/SET</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TRB/TET</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit Scholarship</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Merit-cum-means scholarship</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fee concession</td>
<td>05</td>
<td>01</td>
<td>07</td>
</tr>
<tr>
<td>Loan facilities</td>
<td>-</td>
<td>-</td>
<td>54</td>
</tr>
<tr>
<td>Any other specify and indicate</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SC/ST Scholarship</td>
<td>29</td>
<td>42</td>
<td>43</td>
</tr>
</tbody>
</table>

(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:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Yes</th>
<th>No</th>
<th>☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-teaching staff</td>
<td>Yes</td>
<td>No</td>
<td>☑</td>
</tr>
</tbody>
</table>

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

If yes, number of students residing in hostels

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>-</td>
</tr>
<tr>
<td>Women</td>
<td>03</td>
</tr>
</tbody>
</table>

OXFORD COLLEGE OF EDUATION NAAC-RAR 25
11. Does the institution provide indoor and outdoor sports facilities?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports fields</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Indoor sports facilities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

12. Availability of rest rooms for Women

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

13. Availability of rest rooms for men

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

14. Is there transport facility available?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Organized</th>
<th>Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Inter-collegiate</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Inter-university</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate*)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

(*Cultural events organized on Teachers Day, Women’s Day, College Day, Independence day, CT Camp)
17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

<table>
<thead>
<tr>
<th></th>
<th>Participation of students (Numbers)</th>
<th>Outcome (Medal achievers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Regional/Zonal</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>National</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>International</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

18. Does the institution have an active Alumni Association?  
Yes ☑ No

If yes, give the year of establishment  2009

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2009 – 2010</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher studies</td>
<td>40%</td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>Employment (Total)</td>
<td>21%</td>
<td>31%</td>
<td>36%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>12</td>
<td>19</td>
</tr>
</tbody>
</table>

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

- 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

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

<table>
<thead>
<tr>
<th>Body/Management</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Body/management</td>
<td>Twice in a Year</td>
</tr>
<tr>
<td>Staff Council</td>
<td>Every Month</td>
</tr>
<tr>
<td>IQAC/or any other similar body/committee</td>
<td>Once in three months</td>
</tr>
</tbody>
</table>

Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)
- Academic Council
- Exam Cell
- Training & Placement committee

Periodically

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

<table>
<thead>
<tr>
<th>Scheme</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan facility</td>
<td>Yes</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Medical assistance</td>
<td>Yes</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Insurance</td>
<td>Yes</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Laptop on Loan Basis</td>
<td>Yes</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Free transportation</td>
<td>Yes</td>
<td>✓</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
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

   2011-2012 – 2 Teacher Educator

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

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Level</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>National</td>
<td>2</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
e. Research development programmes attended by the faculty

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
f. Invited/endowment lectures at the institution

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

g. Any other area (specify the programme and indicate) ---

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) - IQAC [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 [3 hrs]

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

   Grant-in-aid: NIL
   Fees: 99.00 Lakhs
   Donation: NIL
   Self-funded courses: NIL
   Any other: 7.34 Lakhs

   (Bus Fare, Hostel Fees & Sale of Application)
9. Statement of expenditure (for last two years)

<table>
<thead>
<tr>
<th>Item</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sanctioned Budget</td>
<td>66,71,610</td>
<td>1,06,34,000</td>
</tr>
<tr>
<td>% spent on the salaries of faculty &amp; Non teaching staff</td>
<td>48.74%</td>
<td>30.88%</td>
</tr>
<tr>
<td>% spent on books and journals</td>
<td>1.00%</td>
<td>0.55%</td>
</tr>
<tr>
<td>% spent on development activities (expansion of building)</td>
<td>4.56%</td>
<td>3.77%</td>
</tr>
<tr>
<td>% spent on electricity, water, telephones,</td>
<td>4.06%</td>
<td>3.04%</td>
</tr>
<tr>
<td>% spent on maintenance sports facilities, hostels</td>
<td>7.11%</td>
<td>5.27%</td>
</tr>
<tr>
<td>% spent on maintenance of equipment, teaching aids</td>
<td>19.09%</td>
<td>36.65%</td>
</tr>
<tr>
<td>% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange etc)</td>
<td>2.61%</td>
<td>0.30%</td>
</tr>
<tr>
<td>% spent on travel</td>
<td>0.32%</td>
<td>0.08%</td>
</tr>
<tr>
<td>Any other (specify and indicate *)</td>
<td>12.19%</td>
<td>13.19%</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>99.68%</td>
<td>93.73%</td>
</tr>
</tbody>
</table>

*Meeting & Function, Advertisement, auditor fee, convenience, honorarium, Postage, Printing & stationery, Refreshment, Transport and Miscellaneous expenses etc.,

10. Specify the Institution’s surplus/deficit budget during the last three years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Surplus</th>
<th>Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>4.29 Lakhs</td>
<td>--</td>
</tr>
<tr>
<td>2010-11</td>
<td>21,349</td>
<td>--</td>
</tr>
<tr>
<td>2011-12</td>
<td>6.66 Lakhs</td>
<td>--</td>
</tr>
</tbody>
</table>

11. Is there an internal financial audit mechanism?

Yes ✓ No

12. Is there an external financial audit mechanism?

Yes ✓ No

OXFORD COLLEGE OF EDUCATION

NAAC-RAR

32
13. ICT/Technology supported activities/units of the Institution:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Administration</td>
</tr>
<tr>
<td>b</td>
<td>Finance</td>
</tr>
<tr>
<td>c</td>
<td>Student Record</td>
</tr>
<tr>
<td>d</td>
<td>Carrier Counselling</td>
</tr>
<tr>
<td>e</td>
<td>Aptitude Test</td>
</tr>
<tr>
<td>f</td>
<td>Examinations/Evaluation/Assessment</td>
</tr>
<tr>
<td>g</td>
<td>Any Other (Library)</td>
</tr>
</tbody>
</table>

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

[ ] Yes  ✔  No

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

[ ] Yes  ✔  No

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

[ ] Yes  ✔  No

17. Does the Institution have the freedom and the resources to appoint and pay temporary/adhoc/guest teaching staff?

[ ] Yes  ✔  No
18. Is a grievance redressal mechanism in vogue in the Institution?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Teachers</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>For Students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>For Non-Teaching Staff</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

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 Check?

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 have an established Internal Quality Assurance Mechanisms?
   YES

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

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

<table>
<thead>
<tr>
<th></th>
<th>2011 - 12</th>
<th></th>
<th>2012 - 13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Men</td>
<td>Women</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>SC</td>
<td>16</td>
<td>32%</td>
<td>33</td>
</tr>
<tr>
<td>b</td>
<td>ST</td>
<td>1</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td>c</td>
<td>OBC</td>
<td>33</td>
<td>66%</td>
<td>112</td>
</tr>
<tr>
<td>d</td>
<td>Physically Challenged</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>e</td>
<td>General Category</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>f</td>
<td>Rural</td>
<td>30</td>
<td>60%</td>
<td>54</td>
</tr>
<tr>
<td>g</td>
<td>Urban</td>
<td>20</td>
<td>40%</td>
<td>96</td>
</tr>
<tr>
<td>h</td>
<td>Any other (specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>a</td>
<td>SC</td>
<td>3</td>
<td>3%</td>
<td>21</td>
</tr>
<tr>
<td>b</td>
<td>ST</td>
<td>1</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>OBC</td>
<td>10</td>
<td>10%</td>
<td>61</td>
</tr>
<tr>
<td>d</td>
<td>Physically Challenged</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>e</td>
<td>General Category</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>f</td>
<td>Rural</td>
<td>13</td>
<td>13%</td>
<td>37</td>
</tr>
<tr>
<td>g</td>
<td>Urban</td>
<td>1</td>
<td>1%</td>
<td>49</td>
</tr>
<tr>
<td>h</td>
<td>Any other (specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
4. What is the percentage of the staff in the following category?

<table>
<thead>
<tr>
<th>Category</th>
<th>Teaching staff</th>
<th>%</th>
<th>Non-teaching staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2011 - 12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a SC</td>
<td>3</td>
<td>20%</td>
<td>6</td>
<td>43%</td>
</tr>
<tr>
<td>b ST</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c OBC</td>
<td>9</td>
<td>60%</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>d Women</td>
<td>10</td>
<td>67%</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>e Physically challenged</td>
<td>1</td>
<td>7%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>f General Category</td>
<td>3</td>
<td>20%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>g Men</td>
<td>5</td>
<td>33%</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td><strong>2012 - 13</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a SC</td>
<td>1</td>
<td>7.14%</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>b ST</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c OBC</td>
<td>10</td>
<td>71.42%</td>
<td>8</td>
<td>88.88%</td>
</tr>
<tr>
<td>d Women</td>
<td>6</td>
<td>42.85%</td>
<td>3</td>
<td>33.33%</td>
</tr>
<tr>
<td>e Physically challenged</td>
<td>1</td>
<td>7.14%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>f General Category</td>
<td>3</td>
<td>21%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>g Men</td>
<td>7</td>
<td>50%</td>
<td>6</td>
<td>66.66%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>At Admission</th>
<th>On completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>ST</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>OBC</td>
<td>143</td>
<td>145</td>
</tr>
<tr>
<td>Physically challenged</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General Category</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Rural</td>
<td>15</td>
<td>84</td>
</tr>
<tr>
<td>Urban</td>
<td>185</td>
<td>116</td>
</tr>
<tr>
<td>Any other (specify)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Executive summary

Oxford College of Education – Highlights:

- Recognized by the National Council for Teacher Education, Bangalore, approved by Govt. of Tamilnadu and affiliated to Tamilnadu Teachers Education University.
- Seminars on educational themes.
- Bridge courses, Computer courses & soft skill training for the student teachers.
- Citizenship Training, Personality development programmes.
- Programs for local community pertaining with NGO’s and Government Organizations.

Features:

<table>
<thead>
<tr>
<th></th>
<th>B.Ed.,</th>
<th>D.T.Ed.,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established in</td>
<td>2006-07</td>
<td>2006-07</td>
</tr>
<tr>
<td>Students’ strength</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>Courses offered</td>
<td>B.Ed.,</td>
<td>D.T.Ed.,</td>
</tr>
<tr>
<td>Duration</td>
<td>one year</td>
<td>Two Years</td>
</tr>
<tr>
<td>Entry level, minimum</td>
<td>Graduate degree</td>
<td>Higher Secondary</td>
</tr>
<tr>
<td>qualification required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostel facilities</td>
<td>Available, Optional</td>
<td>Available, Optional</td>
</tr>
<tr>
<td>Telephone</td>
<td>0431-2403474</td>
<td>0431-2403474</td>
</tr>
<tr>
<td>Fax</td>
<td>0431-2403450</td>
<td>0431-2403450</td>
</tr>
</tbody>
</table>

KSM EDUCATIONAL TRUST (ESTD-2000) started the Oxford College of Education to impart high quality teacher education in Trichirapalli Town, Tamil Nadu. Oxford College of Education currently offers B.Ed., program with an approved intake of 200 students. The College is also offering Diploma in Teacher Education Programme. The total sanctioned intake per year was 50 on inception and there are six faculty members.

The college was affiliated to Bharathidasan University, Tiruchirappalli, until 2007-08 and then to TAMIL NADU TEACHERS EDUCATION UNIVERSITY, Chennai from 2008-09 and follows the curriculum prescribed by the board of studies of the university. Based on schools
and students’ feedback, the college faculty interacts with university in updating the curriculum from time to time. The college also offers value added courses to its students apart from the curriculum prescribed by university.

The success of the college is due to its well qualified and experienced faculty, several of them with rich experience in teacher-education. The senior faculty always guides the junior faculty in honing their teaching and research skills. Consistent performance by the students in the model examination at the end of the academic year and in the internal examination is the indication of quality education and the evaluation system followed.

The college encourages its faculty to pursue further research consultancy and extension activities apart from teaching. The college motivates its faculty to continue their research work and encouraged to register for Ph.D., programmes. The research works that are being carried out by the faculty has resulted in presentation of 52 papers in National / State Level Seminars during the last three years.

The faculty and student teacher of the college take part in extension activities by conducting short-term courses, participating in rural development work in neighbouring villages in collaboration with reputed social organizations.

The college has a total built-up area of 35622 Sq.ft with 11 class rooms, 1 Multipurpose Hall and 6 laboratories. The College Library has about 8849 volumes of books and has also a Digital Library with 14 journals as hard copies and more than 600 journals on-line. Well furnished hostels separately for boys and girls are available within the college campus. Sports facilities are available with play fields for all major games and sports activities.

The pass percentage has been consistently around-over 85% right from the inception of the college. A good number of student teachers get placement in schools after graduation and a considerable number of student teachers opt for higher studies.

The management provides it whole-hearted support for the improvement of the college in all aspects. The faculty and students are closely associated with all administrative and academic policy decision through membership on appropriate committees.
Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

- To establish the necessary infrastructure and consistently maintain, in order to enable the students to acquire best skills of teaching and learning.

- To mould the student teachers acquire independent skills in order to meet the challenges of the future.

- To encourage students active participation in co-curricular and extra-curricular activities.

- To motivate the staff to publish articles, books,

- To motivate the students to take part in minor projects.

- To enrich the employability criteria through placement activities.

- To motivate the staff and students to present papers in conferences.

- To promote creativity and innovation in teaching and learning process.

- To promote the use of technologies in education.

- To enhance the personality and leadership qualities.

- To promote research culture

- To train the student-teachers in various teaching competencies through Micro teaching and Macro teaching.

- To sensitize the students with global environmental issues, policies and protection.
• To train the student teachers to develop social responsibilities by programmes through YRC & RRC.

• To promote physical fitness through yoga and sports activities.

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 curriculum is designed and offered by the TamilNadu Teachers Education University. The same has been analyzed by our faculty members. Programs are integrated in the teaching-learning process based on the feedback from students, alumni etc. and the copy of feedback analysis report will be sent to TNTEU as a suggestion for curriculum revision.

• The university is organizing principals meet every year to get feedback regarding syllabus and curriculum. In this meeting the principal express his view and other suggestions made by the stakeholders to revise or to carry out certain modifications in the existing programme. The university considers the suggestions received in the meeting and also from various representation of the affiliated colleges and accordingly the university do the needful for the curriculum development.

• The curriculum is also frequently updated by the TNTE University taking into account the needs of the society as advised by the experts from the Schools and academia. Due acknowledgement had been given by the University to the institution for the curriculum feedback.

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

An analysis of the existing curriculum reveals that it includes contents on:

• Liberalization
• Globalization
• Consumerism
• Mass-media
• ICT components
• Technology as the prime mover of social change
• Vision of the Indian education in the 21st century, which reflects the global trends in teacher education.

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

The institution ensures the curriculum bears some thrust on national issues through
• Inculcating ethical values in faculty and students by invited lectures on ethics.
• The different elective subjects like:
  ▪ Environmental education
  ▪ Human Rights Education
  ▪ Computer education
  ▪ Peace and Value Education
• Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace, National security and Disaster management
• Computer Lab, ET Lab, Language lab Practices for students.
• Celebration of national festivals to foster social, Cultural, religious and regional integration
• Training the students in contemporary social responsibilities and values and community services through extension activities.

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

Yes, the college uses ICT for curricular planning in:
• Preparing annual plan
• Preparing course outline
• Preparing modules
• Preparing question bank
• Preparing Time table
• Preparing plan for evaluation
• Analysing feedback, self appraisal, proforma for evaluation among students.

1.2 Academic Flexibility

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

• Students are given practical and field trainings (practice training at school) so that learning becomes a deep and insightful experience.
• Presentation of papers in seminars
• Participation in competitions like quiz, paper presentation
• Conducting demonstrations/Book review
• Peer evaluation of student teaching

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

The college provides adequate flexibility by giving freedom to students to choose electives based on their own interest which are listed by TNTEU. As per the Tamilnadu Teachers Education University Curriculum, Faculty members are advised to provide varied experiences for students through

• Assignments,
• Lab practices,
• ICT usage,
• Field trainings,
• Self learning,
• Group learning
• Field Trip
• Physical and Health education based on their interest
• Students have the opportunity to write examination either in English or in Tamil medium
• Varied learning experiences are given by imparting microteaching skill training
• Practice teaching in urban and rural areas
• Students participation in various competitions and inter-collegiate sports which will provide them to have varied learning experiences in the campus and in the field
• Opportunities for slow and fast learners.

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..)
   • Computer Application
   • Communicative English
   • Child Psychology
   • Yoga and Health Education
   • Information and communication Technology
   • Personality development training
   • First Aid Training
   • CT Camp

4. How does the institution ensure the inclusion of the following aspects in the curriculum?
   a. Interdisciplinary/Multidisciplinary approach
   b. Multi-skill development
   c. Inclusive education
   d. Practice teaching
   e. School experience / internship
   f. Work experience /SUPW
   g. Any other (specify and give details)
      (Also list out the programmes/courses where the above aspects have been incorporated).
I. Inter disciplinary /Multi disciplinary

- The student teachers with UG qualification can choose two different specialization, major subject and language.


- The curriculum of the B.Ed course is framed with multidisciplinary approach.

II. Multi skill development

In addition to training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

- ICT skills
- Communication skills
- Leadership skills
- Community participation skills

III. Inclusive Education

- Adequate supports and services for the student
- Well-designed individualized education programs
- Professional development for all teachers involved, general and special educators alike
- Time for teachers to plan, meet, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents, teachers and administrators
• Sufficient funding so that the college will be able to develop programs for students based on student need instead of the availability of funding

IV. Practice Teaching

To gain intensive training in actual teaching skills, student teachers take up a 40-days practice teaching in High Schools and Higher Secondary Schools in rural and urban areas in and around Trichirappalli District.

Practice of Micro teaching skills like:

• Stimulus Variation
• Introducing the lesson
• Explaining
• Reinforcement
• Probing Questions
• Black board usage

As a preparatory work for practice teaching, the student teachers go for observation classes in High Schools and Higher Secondary Schools and record 5 observation lessons pertaining to each optional.

Student teachers attend the demonstration classes of the teacher educators and 2 demonstration lessons, focusing the following steps in teaching:

• Motivation
• Development of the Content
• Use of Teaching Techniques
• Use of instructional supportive materials
• Use of blackboard and
• Review
• Guidance for the preparation of Lesson Plans.
• Demonstration for the preparation of instructional aids
• Exposure to test and measurement:
• Preparation of blue print
• Construction of achievement test
• Interpretation
• Evaluation

V. School Experience / Internship

In addition to the regular teaching practice, testing, evaluation and supervision of the student teacher are conducted in following school based activities:

• Conducting morning Assembly
• Organizing Science Exhibition
• Conducting Competitions like quiz, debate, essay writing etc.
• Doing Action Research
• Carrying out Case Study
• Celebrating the festivals of national and global importance
• Tree Plantation
• Organizing games and sports activities.
• Supervision by the Teacher Educator giving academic guidance and evaluating student teachers using teaching evaluation profile.

VI. Work Experience / SUPW

Socially Useful Productive Work(SUPW) is one of the major co-curricular components of B.Ed curriculum and all the students of the college involve in making SUPW items.

Each student submits a minimum of 10 articles in accordance with the requirements of the University syllabus. The articles are prepared in the areas like:

• Painting
• Hand work
• Doll making
• Handicrafts
• Wealth from waste
• Vegetable carving
• Preparation of ink, liquid blue, cleaning powder, phenyl
• Book Binding
• Preparation of food items and preservation
• File Making
• Office Cover making
• Participation in YRC & RRC activities.
• Science exhibition

The student teachers exhibit them in the college and the students of local schools are given an opportunity to visit the exhibition.

1.3 Feedback on Curriculum

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

• Students gave feedback on teacher educators and curriculum at least twice in a year.
• At the end of the academic year, each student gives a written feedback in the form of exit evaluation regarding curricular activities and the performance of the teacher
• Feedback from Alumni is obtained through Alumni meeting.
• Collecting written feedback from the employer about the employed Alumni.
• Feedback from the community and other stakeholders is also obtained through interaction with the community and Headmasters/Headmistress of the practice teaching schools.

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

Yes. Feedback from the students, alumni, employers were analyzed and discussed with the Principal. Actions are initiated in terms of add-on programs, internships, sending feedback to the University, etc.
3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

The Institution sends its observation on curriculum to the University. The Principal and senior faculty members who attend University meetings, voice their opinions regarding curriculum development.

1.4 Curriculum Update

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

- An elective paper titled as “Professional Course for teacher proficiency” has been included in the B.Ed. syllabus.
- To include theory marks and practical marks separately for the purpose of ranking and classification in B.Ed. course.
- Educational Innovations and Management paper is renamed as “Educational Innovations and Curriculum Development”.
- The Existing elective paper “Curriculum Development” is dropped.
- The new elective paper “Educational Administration and Management” is introduced.
- The weightage for the components of practicum is changed from 600 marks(2008) to 400 marks(2010 onwards).
- Action Research is deleted
- Observation and Demonstration are combined in such a way as Demonstration and criticism Record

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

- Assessment by various sources
- Feedback from Students, Alumni, Academic peers and stake holders
- Head of the institution subject Teachers opinion from practicing schools
1.5 Best Practices in curricular Aspects

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

- Organizing seminars, expert lectures for the core papers
- Integrating ICT components in teaching theory and Practical.
- Participation of staff in National and international seminars, workshop and conferences.
- Developing communication skills through student seminars and Language Lab.
- Developing civic and political values and responsibilities through the citizenship training camp.
- Doing community work for developing dignity of labour
- Effective use of library and book review.

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

- Educational weblinks on core subjects are available for self learning through our college websites.
- Student teachers and Teacher educators can access e-journals in the College digital library.
- Special lecture have been arranged for core subjects.
- Value added courses have been conducted such as
  - Computer Application
  - Child Psychology
  - Yoga and Health Education
  - Communicative English
- Using ICT in the delivery of lecture and preparation of instructional material.
- Curriculum feedback has been sent to the TNTEU and acknowledged. (Annexure-10 is enclosed)
Additional Information to be provided by the Institution opting for Re-accreditation / Re-assessment

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

Observation: The syllabus has the provision of 11 electives but the college offer only 4 electives.
Action Taken: The college offered Eleven electives and the students have chosen nine electives, twelfth elective has been included on November 2012 by TNTEU.

Observation: Curriculum is not in tune with the UGC AND NCTE.
Action Taken: Curriculum is tuned with the UGC AND NCTE by the inclusion of additional programmes

Observation: The college is yet to plan and implement Enrichment programmes
Action Taken: The college conducts “Talent Search” and content Knowledge Tests and some more enrichment programmes have been included.

Observation: Feedback on curriculum from students and other stake-holders is taken but yet to be used for curriculum improvement.
Action Taken: Feedback from students and other stake-holders have been analyzed and the suggestions were taken in the consultation with management and same is reported to the University for Curriculum Updation.

Observation: National curriculum modules are yet to be referred for curriculum updation
Action Taken: National curriculum modules are referred for curriculum updation.

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

- Formation of IQAC
- Introduction of Smart class room
- Using ICT component in teaching and preparation of instructional materials.
Criterion II: Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile

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

   ▪ Students are admitted on the merit of marks obtained by the candidates in major and allied subject including practicals alone.
   ▪ For OC candidates the minimum percentage of marks required for admission is 50%.
     For reserved categories, there is a relaxation at the entry level qualifying marks (Backward Community: 45%; Most Backward Community: 43%; SC/ST: 40%).

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?

   ▪ Advertisements will be given in the leading newspapers.
   ▪ Advertisements will be displayed in the Notice boards.
   ▪ College website is accessible to all and information regarding facilities available in the college like lab facilities, digital library, hostel, amenities, infrastructure, faculty, placements- www.oxfordced.edu.in.

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

   Merit list is prepared and displayed on the notice board. Admissions are given strictly on merit.

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)

   Admissions are made as per the reservation policies of the Government of Tamilnadu with prescribed allotment for different sections of the society. Efforts are taken to cater the need of socially deprived sectors
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 students are assessed during Bridge course through

- Stress Coping Management
- Transactional Analysis
- Communication Skills Development
- Self Awareness and Self Motivation
- Positive – thinking
- Emotional Intelligence
- Time Management
- Empowerment

2.2 Catering to Diverse Needs

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

- By providing peaceful atmosphere inside the college premises, Discipline committee monitors the students activities regularly. Physical Directress is actively engaged for the same with utmost care and concern.
- Students are taken to various facilities like library, Computer and language labs, seminar hall, class rooms, gym, indoor/outdoor facilities etc., at the beginning of the programme, giving them an exposure to the conducive environment available for learning and students development.

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

- Remedial Teaching was conducted periodically for slow learners and Modules were given for self-study, weblinks facility is available for higher achievers
Students profile can be assessed based on the merit list and slow/fast learners are identified. Bridge Courses, mentoring/counseling etc cater to the diverse needs of students.

ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.

Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual.

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 Institution undertakes the following activities:

   - Bridge courses were conducted like English Communication and management studies.
   - Value added courses were conducted.

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

   Teacher Educators are made knowledgeable by the following activities:

   - By deputing them to various external seminars/conferences.
   - By participating in Workshop.
   - By participating in Seminar.
   - All the staff members are well trained and well experienced.
   - Besides, the teacher educators are given opportunities for research and development initiatives in teacher education.
   - Organizing programmes by inviting experts on different optional subject to cater to the diverse student needs.
   - Different methods of teaching are employed to cater the diverse student needs.
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?

- Preparing working models and exhibits.
- Present papers at national / international level conferences.
- For slow learners, remedial classes are conducted.
- Tutorial system followed by the faculty along with counselling sessions encourages slow learners.
- Modules are prepared for slow learners.
- Fast learners are encouraged by giving assignment and projects of advanced levels.
- Practice on micro-teaching skills
- Charts, models preparation for pre-teaching practice
- Exposure to psychology practicals on learning, motivation, intelligence, personality, attention! perception etc.,
- Optional subject-wise practicals
- Vocational training like SUPW
- Preparation of AV Aids

2.3  Teaching-Learning Process

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

   Students are engaged in active learning by the following methods:
   
   - Web Based Learning is possible through college websites.
   - Exclusive library hours allotted to have best access to books, educational video, audio and internet facilities
   - Project based learning is made possible through visit to special schools, Hospitals, A/C Refrigeration unit.
   - Computer assisted learning is through the use of application software, internet and preparation of course materials (content development).
• Literacy Associations/clubs are formed to engage students in ‘active learning’.
• Simulated teaching like Micro teaching.
• Doing psychology experiments
• Doing Science experiments
• Active participation in Power point competitions
• Exclusive hours for Educational Technology Lab, Computer Lab and Language Lab.

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?

• By involving students in tutorials, laboratories and seminars.
• Life skills courses are imparked as given in TNTEU.
• Knowledge and skills are inculcated by inviting students’ ideas and concepts in projects.
• By encouraging them to use the institutional facility like digital library and educational gadgets
• By encouraging them to present papers in National/International conferences registration fee and Transport allowance on sponsors by the management.

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.

• Video feedback teaching practice helps the students to correct themselves from the feedback given by the experts.
• Teaching Learning process through Smart Class Room.
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.

   Additional training in models of teaching like
   
   - ABL Method and
   - ALM Method are given to the students.

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

   Students are asked to prepare 5-10 minutes lesson sessions focusing one or more of the teaching strategies, for a small group of peers as part of micro-teaching. The episode is recorded using a coding sheet and students re-teach based on feedback. Teaching skills like
   
   - Skill of Introduction
   - Skill of Stimulus variation,
   - Skill of explaining,
   - Skill of reinforcement,
   - Skill of probing questions
   - Skill of blackboard

   are practiced. As per TamilNadu Teachers Education University 5 skills are to be practiced and 10 lessons have to be trained both optional I and optional II.

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.)

   - Training and guidance are given to the student teachers on micro teaching, preparation of lesson plan, preparation of blue print and question paper, case study, achievement test and model preparation before extending in school for teaching practice.
   - Student Teachers are required to do a teaching practice for 40 days which includes ten days of observation.
They are deputed to schools in accordance with the approved list given by the Chief Educational Officer.

This practice teaching covers 40 lesson plans both for optional I & II along with relevant teaching models and charts.

Diagnostic test and Achievement test for students are conducted by the trainees during and at end of the internship to evaluate their performance.

Slow learners are identified and special classes are conducted by the student teachers are recorded.

They are required to do case study (Identifying fast or slow learners or problematic students) and Action Research at school level.

They suggest recommendations for the improvement and submit a record on this.

The trainees are evaluated by their respective guide teachers. They are asked to submit this evaluation sheet to the college Lecturers.

The concerned Lecturer of our institution visits the school and assesses the performance of student teachers periodically to guide and assess their performance.

A feedback on the performance of the trainees in general is collected from the concerned Guide Teacher.

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

- Getting prior permission from Chief Educational Officer, Trichirappalli.
- Informing well in advance about the period of practice teaching to the Headmaster / Headmistress of high / higher secondary schools in Trichirappalli District.
- Getting syllabus and time table well in advance from the respective teaching practice schools.
- Sending student teachers for intensive teaching practice as per schedule.
- Evaluating teaching performance by guide teachers, teacher educators and peers.
- Establishing professional links with the teaching practice schools.
- Student teachers participating in all school based activities.
- Conducting achievement test and evaluating the school students by student teachers.
- Conducting case study, action research, etc.,
8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes. School staff and mentor teachers are cooperatively involved at every stage of practice teaching. Under the guidance of teaching practice incharge and the subject teacher educator along with the students, individually contacts the school for practice teaching. The teaching practice incharge in collaboration with the Headmaster/ the guide teacher plans the forty days intensive teaching.

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

- Students Teachers are trained to conduct special classes for slow learners after school hours if necessary. Our trainees are trained to conduct slip test for students during break.
- They also trained on counseling and motivating the weak students.
- Training is given to the student teachers to identify the diverse needs the students by observation, case study, informal discussion with students and guide teachers, and individual talk with students.

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

- Appropriate Training to use Smart Class Room.
- Students get exposed to Computers, LCD Projectors and OHPs during their tenure at the learning place and tend to use the same during their practice training at schools.
- Students Teacher prepares minimum five slides and OHP sheet and one power point presentation for each subject.
- At the same time effective black board usage is also judiciously practiced.
2.4 Teacher Quality

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

   40 Schools have been identified for practice teaching and the ratio of student teachers vs. schools for practice teaching is 5:1 (Five Students per school for practice teaching). This decision is based on the advice of the Head Masters and availability of the Guide Teacher of the teaching practice schools concerned and the list finalized by Chief Educational Officer, Trichirappalli.

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

   ▪ Student Teachers get periodic feedback on practice teaching training, on their performance.
   ▪ The feedback and suggested corrective actions help students to fine-tune their performance by means of Evaluation sheet given by the guide teachers.

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

   ▪ As per the university syllabus the trainees used to prepare text book review for high school and higher secondary school text books.
   ▪ Group discussions on current policy directions are done. Our student trainees participated in the seminar conducted on the introduction of four years integrated course organized by the J.J. College of Education and TamilNadu Teachers Education University, Chennai.
4. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

- Faculty members keep track of the syllabus of various teacher education boards/Universities on recent developments in the school subjects and teaching methodologies.
- The college arrange workshops/seminars for both teachers and students on recent developments in teaching methods by inviting experts.

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.)

Management provides the following opportunities for faculties to ensure professional and personal development:

- Financial assistance for doing M.Phil and Ph.D Programs.
- Sponsorships for In house Faculty Development Programs.
- Sponsorships for attending workshops/seminars/conferences.
- Incentives/Rewards for Publications, Research, Consultancy & Extension.
- Well structured, transparent salary.

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

The Institution has transparent policies on faculty incentives and rewards.

- Yearly faculties performance appraisal is based on students feedback, students performance in University Examinations, Faculties Self Appraisal etc are arrived and teachers with best performance are rewarded.
- Teachers producing 80% and above pass percentage paper wise are regularly awarded.
- Teachers are motivated to undergo higher studies by fees reimbursements.
- Teachers are motivated to present papers in conferences/seminars/workshops.
2.5 Evaluation Process and Reforms

1. How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality etc.)
   - The barriers to student learning are identified through periodical student counseling.
   - Exit evaluation by the management
   - Teachers personal contact with the students during the college hours
   - Frequent informal discussions with the students by the management
   - Freedom for students to express their views through students counselling.

2. Provide details of various assessment/evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?
   - **THEORY EXAMINATION**: Student Teachers are evaluated on three core subjects, one elective and two optional subjects. Students’ continuous internal evaluation carry 20 marks and external, term-end University examination carry 80 marks.
   - Through practical commission appointed by university itself, a proper external evaluation is being done to assess the validity of internal evaluation.

<table>
<thead>
<tr>
<th>SI. No.</th>
<th>Theory Component</th>
<th>Title of the Papers</th>
<th>Maximum Marks (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Education in the Emerging Indian Society</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>Psychology of Learning and Human Development</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>Educational Innovations and Management</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Course</strong></td>
<td>Any one of the Electives given in the list</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Optional Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Optional I</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Optional II</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>IV</td>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i) Life skills course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) First Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(iii) Moral and Value Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mark wise weightage is not given. It is only for internalizing all the life related skills, First Aid, Moral and Value System</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Weightage for Theory Component</strong></td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>
- The Institution conducts three internal tests and two model examinations in each subject during the programme.

- In addition, Students need to submit two assignments in each subject and deliver seminars periodically.

- Students internal marks on each subject are calculated based on the following University prescribed norms.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Component</th>
<th>Maximum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TESTS (Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 10)</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>ASSIGNMENTS (Aggregate of marks obtained by each candidate in minimum 2 Assignments converted into 5)</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>SEMINAR</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

- **PRACTICAL EXAMINATION**: A panel consisting of three members duly appointed by the Tamilnadu Teachers Education University assess teaching competency of each student teacher and also his/her practical works/records. Student Teachers should develop and maintain workbooks, note books and other reports of the activities related to all practicum components bearing the following weightage:

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Name of the file to be submitted</th>
<th>Marks Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group – A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Demonstration and criticism Record for Optional I</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Micro Teaching Record for Optional I</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching Practice Optional I Record</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Lesson Plan (Optional I Record)</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Instructional Material Record for Optional I</td>
<td>15</td>
</tr>
<tr>
<td>6.</td>
<td>Test and Measurement Record for Optional I</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Group – A Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>
### Group – B

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Demonstration and criticism Record for Optional II</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Micro Teaching Record for Optional II</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>Teaching Practice Optional II Record</td>
<td>80</td>
</tr>
<tr>
<td>10.</td>
<td>Lesson plan Optional II Record</td>
<td>20</td>
</tr>
<tr>
<td>11.</td>
<td>Instructional Material Record for Optional II</td>
<td>15</td>
</tr>
<tr>
<td>12.</td>
<td>Test and Measurement Record for Optional II</td>
<td>15</td>
</tr>
</tbody>
</table>

**Group – B Total** 150

### Group – C

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>13.</td>
<td>Educational Technology Record</td>
<td>10</td>
</tr>
<tr>
<td>14.</td>
<td>Case Study Record</td>
<td>20</td>
</tr>
<tr>
<td>15.</td>
<td>Psychology Experiments Record</td>
<td>30</td>
</tr>
<tr>
<td>16.</td>
<td>CT Camp Record</td>
<td>10</td>
</tr>
<tr>
<td>17.</td>
<td>Physical Education Record</td>
<td>10</td>
</tr>
<tr>
<td>18.</td>
<td>SUPW Record</td>
<td>10</td>
</tr>
<tr>
<td>19.</td>
<td>Text Book Review Record pertaining to Optional I</td>
<td>10</td>
</tr>
</tbody>
</table>

**Group – C Total** 100

**Total Marks** 400

- **Qualifying for Degree**: Student Teachers have to score minimum 50% in both theory and practical examination for successful completion of programme.

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

- Students’ performance in each test and model examination are periodically displayed on the Notice Boards.

- Students with poor attendance and performance in internal evaluation are counseled periodically and remedial classes were conducted.
4. How is ICT used in assessment and evaluation processes?
   - All the teachers use Computers for data entry such as preparation of question papers and documentation of the internal marks for theory and practicum.
   - Teachers also utilize computers for analyzing students feedbacks.

2.6 Best Practices in Teaching-Learning and Evaluation Process

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

   Teaching:
   - Using ICT for effective teaching whenever is needed.
   - Using models of Teaching

   Learning:
   - Weblinks are available for fast learners.
   - Modules are provided for slow learners

   Evaluation:
   - Continuous evaluation for students through unit tests.
   - Continuous evaluation for teachers through self appraisal.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?
   - The Institute has provided OHP, LCD and Computers for delivery of instruction.
   - Library, Laboratories, Computers and Internet facilities can be utilized beyond college hours.
   - All the student teachers are encouraged to use ICT for teaching during teaching practice in schools and also while taking seminars in the college.
Additional information to be provided by institutions opting for Re-accreditation / Re-assessment

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

**Observation:** The college is yet to develop strategies for advanced learners.

**Action taken:**

- The college has developed strategies for advanced learners.
- Advanced learners are given competitive test material in addition to Teacher Eligibility Test (TET) materials given to other students.
- Challenging Assignments are given to advanced learners.
- Advanced learners are given opportunity to prepare remedial teaching and modules for slow learners.

**Observation:** Mostly lecture method is used for teaching

**Action taken:**

- Using lecture method is minimized and appropriate methods are employed in the teaching learning process.
- To enrich the knowledge of methods of teaching faculty development programme was organized.
- Teaching by using Interactive board is introduced and encouraged

**Observation:** No staff member holds doctoral degree

**Action taken:**

- Two staff with doctoral degree are employed
- Two staff members cleared National Eligibility Test (NET) in Education.

**Observation:** Library resources are yet to be used effectively to augment teaching learning process

**Action taken**

- Student study circle has been introduced for effective teaching learning process.
- Staff members are using resource like e-book, e-journals, periodical and subject related references and text book for preparing course material and hand out.
Observation: Tutorial system is only present in the time table

Action taken

- Tutorial system is implemented and carried out for all the papers effectively.

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

- After the admission is over talent search test are conducted for knowledge and skills and suitable programs are designed to improved them.
- More focus on power point supported lectures.
- Enrichment program is designed for advanced learners.
- Training the students in Behavioural modification model.
- Involving Headmaster and guide teachers for planning the teaching practice programme.
- Encouraging all faculty members to actively participate in state, national, international seminars / conferences.
- Evaluating student teachers by teacher educator, guide and peer group.
Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The Institution motivates all the teachers to take up research in education in the following ways.

- Teachers are encouraged to participate in research related Seminars/Conferences/workshops
- Teachers are given study leave
- The Management occasionally organizes special lectures/Training for faculty members to take up Research projects.
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Teachers without Ph.D. degree have been encouraged to register for Ph.D in education.

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

The thrust areas of research prioritized by the college are

- Teaching competency and behavior
- Methods of Teaching
- Models of Teaching
- Effects of ICT on academic achievement
- Science Education and Academic achievement

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

The Institution encourages all the staff-members to take up action research in relation to teaching-learning problems that they come across in their teaching.
The teachers make use of their findings in improving their quality of teaching and guiding students to take up simple action research during their teaching practice in schools.

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

   Our staff-members regularly attend conferences, seminars and workshops. The details for the year 2011-2012 are given in Appendix.

3.2 Research and publication output

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

   Our Faculty members have developed course files and Course materials for Core, Elective and Optional papers. In addition, they have developed PPT files, OHP Sheets, Charts, Flash cards on various topics as resource materials. Modules, Handouts, Course Outline were also prepared for enhancing the quality of teaching.

2. **Give details on facilitates available with the institution for developing instructional Materials?**

   The College has a well-equipped ET Laboratory having equipment such as
   - Computer
   - OHP and LCD Projector
   - Digital Camera
   - Internet facility

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

   The Institute and the faculty members have developed the following web-based resource materials on core, elective and optional subjects for student-teachers:
a) Web-Links On Education in the Emerging Indian Society (Core)
b) Web-Links On Psychology of Learning and Human Development (Core)
c) Web-Links On Educational Innovations and Management (Core)
d) Course outline for core papers
e) Modules

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

Attended by the Staff

Our staff members have attended Integrating M-Learning in the classroom, Technology in Classroom organized by the Kongunadu college of Education, Trichy.

Training provided to the staff

Our college has organized ICT based seminars inviting experts from the University and other Colleges.

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

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Staff</th>
<th>Publications of Journals and Books</th>
<th>Topic and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr.J.Jeya Shanmugaraja</td>
<td>Journal of innovation Education and Psychology</td>
<td>E-Content development on Teaching method of Biology at B.Ed level</td>
</tr>
<tr>
<td>2</td>
<td>Mr K.Karthikeyan</td>
<td>Journal of Innovation Education and Psychology</td>
<td>A Study of Effectiveness of E-content on teaching Tamil Grammar at Secondary level</td>
</tr>
<tr>
<td>3</td>
<td>Mr V.Suresh</td>
<td>Neelkamal Publication Pvt. Ltd</td>
<td>Psychology of Learning and Human Development, Guidance and Counseling</td>
</tr>
</tbody>
</table>
6. Give details of the awards, honors and patents received by the faculty members in last five years.

The Principal was conferred “Best citizen award” for the year 2011, SHIKSHA RATTAN PURASKAR – 2011 and Best Man Award - 2012

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

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. B.K. Shahul Hameed</td>
<td>A study of Problem of Matriculation school students learning Tamil subjects in Trichy District</td>
</tr>
<tr>
<td>2</td>
<td>Mrs. V. Prema William</td>
<td>An Analysis of study skills on Higher Secondary students</td>
</tr>
<tr>
<td>3</td>
<td>Mrs. R. Jayalakshmi</td>
<td>A Study of Identification of difficulties in teaching and learning Maths at secondary level as felt by Teachers and pupils.</td>
</tr>
<tr>
<td>4</td>
<td>Miss. R. Kannagi</td>
<td>Impact of Mass Media on the Environmental awareness among Higher Secondary students level in Trichirappalli District</td>
</tr>
<tr>
<td>5</td>
<td>Miss. J. Victoria</td>
<td>A study on Self concept and Academic Achievement among Hr. Secondary school students from selected Students in Trichirappalli District</td>
</tr>
<tr>
<td>6</td>
<td>Mrs. R. Rajalakshmi</td>
<td>Environmental awareness of Teacher training students in Trichirappalli District</td>
</tr>
<tr>
<td>7</td>
<td>Mrs. S. Hema</td>
<td>A Study on Attitude of School teacher toward the introduction of Peace Education in School curriculum at Trichy District.</td>
</tr>
<tr>
<td>8</td>
<td>Mrs. V. Prema William Miss. J. Victoria</td>
<td>An analysis of learning study of Hr. Sec. Students in relation to their media usage.</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. S. Hema Mrs. C. Hemalatha</td>
<td>A study on emotional stability of High school students in Tiruchirappalli District</td>
</tr>
</tbody>
</table>
| 10 | Mrs.V.Radha  
Miss.R.Kannagi | A study on text Anxiety and Achievement in Mathematics of High School students in Tiruchirappalli District. |
|----|---------------|--------------------------------------------------------------------------------------------------|
| 11 | Mrs.R.Jayalakshmi  
Mrs.J.C.Roshine | A study of multiple Intelligence of students in relation to their learning styles. |
| 12 | Mr.V.Suresh  
Mr.A.Rajadurai  
Mr.B.K.Shahul  
Hameed | A study of the effective use of Internet in learning ICT in Education among B.Ed Trainee in Tiruchirappalli District. |

3.3 Consultancy

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

   The College has undertaken the B.Ed Programme of IGNOU, New Delhi and provided academic counseling and evaluated teaching competency of the practicing teachers.

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 publicize the available expertise.**

   The Staff-members of our college are competent to undertake consultancy. The areas of competency selected by staff members are:
   - Communicative Language
   - Science Education
   - Mathematics Education
   - ICT-related material development
   - Physical Education & Yoga
   - Psychology Practical’s
   - Educational Psychology
   - Early Childhood Education
3. How much revenue has been generated through IGNOU in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The Institution has generated revenue to the tune of Rs. 4,38,496 through IGNOU for the last two years.

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

The revenue is distributed to staff members for the counseling session and workshop.

3.4 Extension Activités

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

The Institution has conducted numerous programs for the benefit of local community partnering with NGO’s and Government Organizations.

   a) Organization of Blood donation Camp
   b) AIDS awareness programmes & Rally
   c) Eye Camp
   d) Computer training Programme for School students
   e) Children’s Day Celebration organized in various schools
   f) Road safety and Traffic awareness program
   g) Conducting Science Exhibition
   h) Conducting cultural programmes

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

   1. Fire safety awareness programme
   2. Temple Cleaning
3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?
- Empowerment of women by creating awareness.
- Identification of Challenged people and giving training to them.
- Tree Plantation for the prevention of environmental pollution
- Aids Awareness Rally
- Blood Donation Camp
- Computer literacy programs for middle school children
- To conduct competition for school Children on Children’s Day
- To Provide Stationary for Poor children in schools.

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

The Institution plans to take up a large-scale community development project in the future.

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

The Institution regularly organizes Citizenship camp for the B.Ed students and the following social values were developed.

2011-2012 Citizenship Camp:

Citizenship values:
1. Leadership  
2. Character training  
3. Community care  
4. Religious values  
5. Hygienic values

Skills: Kayakalpa Practice (Yoga practice)
3.5 Collaborations

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

   - Our College is recognized as a study centre for B.Ed student of IGNOU. At the National level, the college has established linkages with IGNOU, New Delhi in conducting workshops and counseling classes for their B.Ed students through distance mode. Our teachers have been training in preparing self-learning materials. The B.Ed learning materials supplied by the University are used as supplementary teaching materials by our teachers in our Institution.
   - The college participates in all the educational extension activities.

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.

   The college plans to establish linkages with the international educational institutions in the future.

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

   - Curriculum Development
   - Teaching
   - Training
   - Practice Teaching
   - Research
   - Consultancy
   - Extension
   - Publication
   - Student Placement
4. **What are the linkages of the institution with the school sector? (Institute-school-community networking)**

   The Institute has linkage with more than forty schools towards teaching practice, teachers’ internships, research data collection etc. It has also a link with Bharathidasan University, Tiruchirappalli.

   Our college has established linkages with Sarva Shiksha Abhiyan school programme in Trichy District. Sarva Shiksha Abhiyan conducts computer training programme for Head Masters and Teachers in our college premises.

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.**

   Faculty members associate with School Teachers and involve in the design, development and evaluation of practice training modules of student teachers before the actual practice training/classroom delivery.

   Positively it involves the combined process of school teachers, school management, prescribed curriculum activity and active involvement of guide teachers and college supervising faculty members.

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

   - By giving special lecture
   - Preparation of Teaching materials
   - Effective use of Labs
   - Methods of teaching

3.6 **Best Practices in Research, Consultancy and Extension**

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

   a) Our college has encouraged all the staff-members to undertake action research to improve quality of teaching. Our staff-members are permitted to attend seminars/workshop/conferences.
b) Our staff-members are encouraged to offer academic consultancy to the nearby self-
supporting B.Ed colleges affiliated to Tamil Nadu Teachers Education University,
Chennai.
c) Regular extension activities have been taken by our staff members to improve the
academic achievement and personality development of school students.
d) The Institution allocates finance for in-house research activities and Institute
encourages faculty members to register for research programs

2. What are significant innovations / good practices in Research, Consultancy and
Extension activities of the institution?
- Our Institution is providing academic and personal enrichment to the school students
during extension activities.
- We Organize health Camp, Eye Camp, Blood donation Camp and Citizenship
  Training Camp.
- In collaboration with ISRO Space week” was celebrated. Exhibition regarding
  Rockets, Satellites were displayed. Various Competitions were conducted both for
  school and College students.

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.

Observation
- Research culture is not visible. Action research is absent.

Action taken
- Research culture is encouraged.
- Financial aid for attending seminars and presentation of papers
- Additional increments for staff who have completed their research projects on time
- Cash award for best presentation
• Staff are encouraged to engage in at least one Action research project.

**Observation**

The Faculty is yet to publish papers

**Action Taken**

Faculty submit the Research paper to the Journals for publication.

**Observation**

The effective extension activities are to be evolved

**Action taken**

- The extension activities are implemented effectively.
- Cancer Awareness programme
- Eye camp
- Rally on Road safety awareness
- Blood Donation camp
- Children’s day celebrations
- Awareness programme for voting rights

**Observation**

The college is yet to develop culture of collaboration with other institutions of repute.

**Action taken**

The college has developed culture of collaboration with other institutions of repute.

- Staff exchange programme
- Utilization of library and labs
- Sports facilities
- Cultural activities

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

- Feedback mechanism is fully implemented and appropriate actions were carried out to implement effective teaching learning process.
- More Research works are carried out and staff are submitting papers to respective journals for publications.
Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

   YES. The institution has physical infrastructure as per NCTE norms. Master plan is enclosed.

<table>
<thead>
<tr>
<th>NCTE norms</th>
<th>Available Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td></td>
</tr>
<tr>
<td>2500 sq. mts area for 100 intake, 500 sq. mts are for additional 100 intake.</td>
<td>20,807 sq. mts</td>
</tr>
<tr>
<td>Building</td>
<td></td>
</tr>
<tr>
<td>1500 sq. mts built-up area for 100 intake, 500 sq. mts built-up for additional 100 intake</td>
<td>3310.68 sq. mts</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>1000 titles, 3000 volume of books and additional 200 books annually</td>
<td>Titles – 3077 Volumes – 8849</td>
</tr>
</tbody>
</table>

Infrastructure required as per NCTE

<table>
<thead>
<tr>
<th>Infrastructure required as per NCTE</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Two classrooms of minimum of 500 sq.ft (five hundred square feet)</td>
<td>Yes</td>
</tr>
<tr>
<td>(ii) Multipurpose Hall with seating capacity of two hundred and a dias with total area of 2000 sq. ft. (two thousand square feet).</td>
<td>Yes</td>
</tr>
<tr>
<td>(iii) Library –cum-Reading Room</td>
<td>Yes</td>
</tr>
<tr>
<td>(iv) Resource Centre for ET/ICT</td>
<td>Yes</td>
</tr>
<tr>
<td>(v) Psychology Resource Centre.</td>
<td>Yes</td>
</tr>
<tr>
<td>(vi) Arts and Work Experience/Resource Centre (S)</td>
<td>Yes</td>
</tr>
<tr>
<td>(vii) Science and Mathematics resource centre</td>
<td>Yes</td>
</tr>
<tr>
<td>(viii) Health and Physical Education Room</td>
<td>Yes</td>
</tr>
<tr>
<td>(ix) Principal’s office</td>
<td>Yes</td>
</tr>
<tr>
<td>(x) Staff Room</td>
<td>Yes</td>
</tr>
<tr>
<td>(xi) Administrative Office</td>
<td>Yes</td>
</tr>
<tr>
<td>(xii) Girl’s Common Room</td>
<td>Yes</td>
</tr>
<tr>
<td>(xiii) Canteen</td>
<td>Yes</td>
</tr>
<tr>
<td>(xiv) Store Rooms</td>
<td>Yes</td>
</tr>
<tr>
<td>(xv) Separate Toilet facility for Boys and Girls</td>
<td>Yes</td>
</tr>
<tr>
<td>(xvi) Visitors rooms</td>
<td>Yes</td>
</tr>
<tr>
<td>(xvii) Parking space</td>
<td>Yes</td>
</tr>
<tr>
<td>(xviii) Open Space for lawns, gardening activities, etc.</td>
<td>Yes</td>
</tr>
<tr>
<td>(xix) Store Room and Multipurpose playfield</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- A total amount of Rs. 5 Crores has been invested for the infrastructure.
- The master plan of the building is enclosed in the annexure -4.

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

   As per NCTE norms, the college admits students every year. No increase in student enrollment is permitted. The college has maximum infrastructure facilities for 200 students.

   - The institution meets the needs for certain additional infrastructure facilities from management fund time to time.

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

   **Co-curricular Activities:** we have a multipurpose hall, seminar hall and an auditorium with the seating capacity of 250, 300 and 500 respectively. We have a team of staff members to train the student teachers in co-curricular activities and the students are encouraged to participate in the competitions conducted in and around colleges.
Extra-curricular Activities: The institution has 10,290 sq.ft play ground with 200 meter track, volley ball, basket ball, kho-kho, ball badminton, shuttle courts and also has provision for throw ball, cricket and hockey field play. Separate gym for boys and girls are also available in the respective hostels. Students are motivated and trained to take part in various extracurricular activities conducted by the institutions. The winners are honoured by giving medals or mementos in college day and sports day celebrations.

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

The physical infrastructures such as canteen, hostel, transport, auditorium and playground are shared with oxford engineering college.

Our halls and classrooms are used for conducting

- Computer training programme for school students and teachers.
- Competitive examinations.
- DTERT single window system counseling for D. El. Ed students.
- IGNOU and Madurai Kamaraj University distance mode B. Ed courses.

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.)

- Guest lectures on nutrition and dietetics, food preservation, yoga classes are conducted to create awareness health and hygiene.
- Reverse osmosis (RO) plant is installed for getting purified drinking water within the college premises.
- First aid facilities are available in case of emergency.
- Separate rest room for both women staff’s and students.
- Wash room facilities for both men and women.
- Separate canteen facilities for both men and women.
- The institution has a health care centre headed by a doctor. It is having tie-up with a nursing home and nearby hospitals in the city. Transportation is provided immediately for the patient in case of emergency.
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.

- Capacity: The separate hostel for boys and girls with the capacity of 200 and 180 respectively.
- Occupancy: Boys – 3 per room, Girls – 3 per room
- Recreational facility:
  - Hostels are provided with television, DVD players and internet (Wi-Fi)
  - Daily newspapers and magazines are also available.
- Sports and games: Facilities such as basket ball, volley ball, throw ball, shuttle, badminton and allied indoor games
- Health and hygiene: Separate Gymnasium is available in both boys and girls hostels. RO plant is installed for purified water.

4.2 Maintenance of Infrastructure

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

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>2,47,500</td>
<td>2,17,587</td>
<td>3,04,584</td>
<td>4,01,000</td>
<td>1,50,000</td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td>37,313</td>
<td></td>
</tr>
<tr>
<td>Lab Equipments and other Maintenance</td>
<td>-</td>
<td>1,23,583</td>
<td>51,831</td>
<td>68,670</td>
<td>20,000</td>
</tr>
<tr>
<td>Computers &amp; Internet</td>
<td>1888</td>
<td>2800</td>
<td>28,820</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>Transport/Vehicle(Shared with Oxford Engineering College)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

- The needs of the students based on the feedback obtained from the students are discussed in the IQAC every year.
- Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways.
- The buildings are used for administration, teaching and accommodating students.
- Library is used for keeping books for reference and enrichment of knowledge by students and staff members.
- The playground is used for training the students in physical fitness and games activities.
- The audio-visual materials are utilized for training the students in developing teaching skills.
- The computer lab is used by students to prepare powerpoint slides for presentation, for browsing, doing ICT related project works etc.,
- Language lab is used for developing language skills in English – correcting and bettering the pronunciation of student teachers.
- Science lab in each subject is used for developing experimental skills, demonstration skills, problem-solving skills, construction skills and improvisation skills.

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

- Students are
  - Trained to operate fire extinguishers in occurrence of fire accident.
  - Advised to switch off the fans and lights in the absence of members in rooms.
  - Strictly instructed not to scribble on the walls, table and chairs.
  - Encouraged to maintain clean and green environment.
- All the inmates are restricted from using polythene bags and polythene tea cups, paper cups are used in college functions instead.
- Two separate pits are there for bio-degradable and non-biodegradable wastes.
- Free saplings are planted in the campus and are taken care by student teachers.
4.3 Library as a Learning Resource

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

   Yes. The library has qualified librarian and additional staff members for other activities.

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

   The library has
   
   Volumes of books - 8849
   Magazines - 6
   Journals - 14
   e- Journals - 600
   CD’s /DVD’s - 14
   Databases - 02
   Video Cassettes - 25
   Audio cassettes - 20
   Software - MODERNLIB automation software
   Internet - 4 mbps BSNL connectivity

   Services:
   
   - Circulation
   - Newspaper clippings
   - Bibliography compilation
   - Reference
   - Referral
   - Reprography
   - Book bank
   - Internet and
   - Inter Library Loan (Delnet)
3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes. Library has an advisory committee consist of librarian, one/two staff member(s) and/or a student representative. Its responsibilities are

- Planning of library budget for the academic year.
- Recommending for purchase and subscription of books, periodicals (printed and online) and other resources.
- Suggestions to provide effective services to user’s community with the application of ICT.

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

Yes. The library is fully computerized with the help of MODERNLIB software. More than 10,000 records of bibliographical data have been stored in it. This MODERLIB software helps in the following activities:

- Bibliographical control system for data entry work.
- OPAC system for consulting the terminals with author, title, publishers, etc..
- Circulation control system for maintaining the data regarding book issue, return and reservation details.
- Serial control system for monitoring the receipt of periodicals.

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 library has 18 numbers of computers with the internet connection of 4 Mbps. Library also has reprographic facilities for that one Ricoh photocopier and a laser jet printer is available for both staff and students. The reprographic services are given to our user at minimum cost. Students and staff members are using the library services during the library hour, break time, after college working hours and during their free time.
6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

Yes. The Institution is member of Delnet Forum.

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 works from 9.00 am to 5.00 pm on all working days. The library is kept open 8 hours per day.

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

- Display of new resources in the library
- Display of list of new arrivals on the notice board
- The new arrival resources are kept in the separate rack

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

Yes. SC/ST students are availed books from book bank. They are given extra two library borrowers cards and they are allowed to retain the book availed on those two cards till the academic year end.

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

At present there is no such user in our college.

4.4 ICT as Learning Resource

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.

➢ To meet the demands of the teacher education curriculum, the college has one educational technology lab. Students use ICT facilities and prepare MS Powerpoint slides for presentation of important concepts in their subjects.

➢ A separate computer laboratory has 50 systems and internet facility with the UPS capacity of 7 KVA
<table>
<thead>
<tr>
<th>Hardware</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD Drive – 2</td>
<td>Win compute cluster server 2003</td>
</tr>
<tr>
<td>Head Phone – 35</td>
<td>VLC Media Player</td>
</tr>
<tr>
<td>LCD – 2</td>
<td>MS – Office 2007</td>
</tr>
<tr>
<td>OHP – 4</td>
<td>Windows XP (OS)</td>
</tr>
<tr>
<td>Printer – 2</td>
<td>Adobe Reader, Image Ready, Photoshop</td>
</tr>
<tr>
<td>Speaker – 1</td>
<td>Windows Media Player</td>
</tr>
<tr>
<td>Web Camera – 1</td>
<td>MS – Visual Studio 6.0</td>
</tr>
<tr>
<td></td>
<td>Java 2 SDK, MS – SQL Server 2005</td>
</tr>
<tr>
<td></td>
<td>Oracle – Ora Home 90</td>
</tr>
</tbody>
</table>

Separate computer lab period is given in the time table for each student, during that time students are trained to prepare computer oriented curriculum based topics.

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

   Yes.
   - The computer skill training is given to both computer and non-computer science students through value added course, in which students are taught on the topic MS office tools like MS – Word, MS – Excel and MS – Powerpoint.
   - In addition students are trained to
     - Download text, images and web pages.
     - Communication skill through language lab
     - Drawing skill using paint brush
     - Data manipulation skill using MS – Excel.

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

   Staff members are given orientation for using ICT resources. They handle classes by using OHP and LCD and students are trained to operate the ICT resources and they are encouraged to take the class seminars with the support of ICT resources.
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)

Students are allowed to utilize the computer technologies for preparing teaching aids and test & measurements. Students are encouraged to prepare papers for seminars and conferences by using technologies with the help of staff members.

4.5 Other Facilities

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

- The infrastructure facilities are used at the most by both B. Ed and D. El. Ed. Students.
- The library, computer lab and other resource centres are kept open after the college working hours for better utilization.
- The institution shares its play ground facility as physical education instructional infrastructure with Oxford Engineering College.
- The seminar hall is used for conducting training programmes for school teachers.
- Computer lab is used for training teachers from schools.
- Study Centre for IGNOU B.Ed programme, training programme conducted by DIET and SSA.

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?

The institution has

- Before going for practice teaching, students are exposed to practice micro–teaching skills by using video lessons. Thus they are encouraged to optimally use them for teaching learning process.
- A television, DVD player and subject related video and audio cassettes, the same is witnessed by the students in the educational technology laboratory.
- In addition to these, DTH connection is given to channelize the educational related programmes which are telecasted by the leading TV channels like Gndarshan, Doordarshan, etc.

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?
   - Our institution has
     - Physical science,
     - Biological science,
     - Psychology,
     - Language,
     - Educational Technology,
     - Computer laboratories and they are equipped with more facilities as per NCTE norms and the requisition from the staff and students.
   - The minor repair of the laboratory equipments are attended by the technical staff.
   - Major repair and maintenance are carried out by the respective agencies as per the requisition of the institution.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.
   - The institution has air-conditioned multipurpose hall which is used to conduct the academic programmes.
   - Musical instruments are available, students are trained by the known person to play. Indoor and outdoor facilities are available for the students. They are taught about the rules and regulation of the games and playing methods.
Transport: college buses are plying in different routes for both staff members and students. Transport facilities are provided to the staff members at free of cost, for student at minimum fees.

Generator: 250 KVA and 160 KVA generators are available for power back – up for the Oxford Group of Institutions.

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 class rooms are equipped with provisions for using latest technological resources like OHP, LCD and laptop to conduct modern teaching classes. These resources are portable.

4.6 Best Practices in Infrastructure and Learning Resources

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

Staff members are using Multimedia sources for teaching purpose and internet and other technological sources for accessing the learning resources and to deliver the instructional materials.

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

The Wi-Fi enabled campus is created for accessing ICT based learning resources. For few subject of study faculty members have given weblinks for accessing internet based resources enhancing the quality learning materials.

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

 Besides regular library housekeeping operation, we oxford college of education differ from others in disseminating the machine readable information to fulfill the user’s needs and fourth law of the library science “save the time of the reader” through the use of Digital Library
Software Package. More than 1500 e-books in Tamil and English language, previous year’s university question papers, internal examination question papers, student’s seminars are stored in the package and delivered to the user communities. The users are allowed to access e-resources anywhere in the college campus, they have permission to store and take print out of the same.

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

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

Observation: A ramp for disables is available only on ground floor.
Action Taken: The institution is planning to construct the ramps in all floors

Observation: ET and Language Lab are common
Action Taken: Separate Educational Technology Lab and Language Lab has been establihsed.

Observation: All brand new computers are available in the lab without the identification mark of Oxford College of education on them.
Action Taken: All computers in the lab are made with identification marks.

Observation: Playgrounds are not maintained properly.
Action Taken: Action has been taken to maintain the playground properly by cleaning the ground frequently and not allowing the students to walk on the playfield except the time of the playing.

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?

The quality sustenance and enhancement measures undertaken are

- Guest lectures are arranged on Health and Hygiene.
- RO plant is installed.
• DTH connection is given.
• 256 library books have been increased.
• Purchased steel chairs and furniture for seminar hall.
• Provision of internet facility in the staff room.
• D. T. Ed counseling is conducted.
• Computer training for SSA staff is organized.
• The seminar hall is renovated
• Separate Language Lab has been provided
Criterion V: Student Support and Progression

5.1 Student Progression

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

The college conducts Bridge course programme to enhance appropriate academic and professional preparation of students.

During the five days programme, the students are exposed to:

- Objectives of the B.Ed programme.
- Objectives of the institution.
- Importance of life coping skills such as
  - Stress management
  - Self-awareness and self motivation
  - Communication skills development
  - Group Discussion
  - How to face Interview.
  - Women empowerment
- Importance of the role of teachers in the society.
- Focused lectures for students from diverse backgrounds.
- Students Knowledge and skill are assessed periodically

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

- Motivating posters are displayed on the notice board.
- Captions are given.
- Motivating speeches are delivered during the prayer meeting.
- Name of the achievers are displayed on the notice board.
• The physical directress ensure the peaceful atmosphere of the institution which will motivate the students to study more.

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

2010-2011 : 1 (Female)
2011-2012 : 2 (Female)

Due to family circumstances they got Transfer certificate. To prevent dropouts, the Institute undertakes the following activity: Counseling the students regarding their personal and academic problems.

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?

The following additional services are provided to students for enabling them to compete for the jobs and progress to higher education.
• Relevant books and materials are provided to students.
• Teachers arrange for special coaching classes for the competitive exams.
• Four students have been qualified in TET.

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

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-11</th>
<th>2011 -12</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB</td>
<td>JOB</td>
<td>JOB</td>
<td>JOB</td>
</tr>
<tr>
<td>PG</td>
<td>PG</td>
<td>PG</td>
<td>PG</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>42</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>87</td>
<td>91</td>
</tr>
</tbody>
</table>

Approximately 30% and 44% of students go for jobs and Higher studies respectively.
6. Does the institution provide training and access to library and other education related
electronic information, audio/video resources, computer hardware and software related
and other resources available to the student teachers after graduating from the institution?
If yes give details on the same.

Yes. The college provides all the facilities to our students-teachers after graduating from
the institution.
- Research guidance is given to the Alumni for higher studies.
- The Alumni often visits our college seeking academic guidance for higher studies and
  job information from our faculty members.
- Alumni can access the resources from library, e-journals, computer and internet
  facilities, getting prior approval from the principal.

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, the college has provided placement services to the students.
- One faculty member is in-charge for placement programme.
- Campus interviews are conducted
- Institutions also request to send our best candidates for interview

List of schools who have conducting interview for placement

<table>
<thead>
<tr>
<th>Year</th>
<th>S.No</th>
<th>Name of the school</th>
<th>Students selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Equitas Gurukul Matriculation school</td>
<td>6</td>
</tr>
<tr>
<td>2009-10</td>
<td>1</td>
<td>Shri Vidhyabharathi Matric Hr. Sec School</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Vidiyal Matric Hr. Sec School</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Aruthra vidhyalaya</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>1</td>
<td>Little flower Matric Hr. Sec School</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>ARK Vidhya jothi vikas Matric Hr. Sec School</td>
<td>6</td>
</tr>
</tbody>
</table>
8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Lack of communication skills was the major difficulty faced by the students during the campus interview. To overcome this special training was given to students. Besides this training for the best use of internet is given to enhance the student teachers capabilities. Students are made to become aware of other areas of job opportunities.

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

As the student teachers are required to do their practice teaching in government and government aided schools with the permission of the Chief Educational Officer the arrangement cannot be worked out. However best students are identified & encouraged to attend campus interviews for getting placement in Private Schools.

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

Institution provides Human resources and ICT resources to the placement cell which are as follows.

- Every year one of the faculty member is assigned the responsibility of co-ordinating the placement activity.
- The management provides funds for hospitality and refreshment to the panel members of selection committee coming for conducting placement interview.
- The classes are re-scheduled and classroom facilities are also provided to enable the applicants to handle classes in front of the panel of selection committee.
5.2 Student Support

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

- Every year the institution assigns a faculty member for calendar preparation and plan all activities for the whole year as per the university guidelines.
- Each Teacher Educators prepares a weekly plan and it is discussed with the Principal by the first day of every week and is carried out.
- The curricular and co-curricular activities are evaluated by the staff members.
- The overall performance of each teachers is assessed towards the end of the academic year by getting the students feedback.
- Revision in curriculum is normally done by the Board of Studies of University. However the institution sends its recommendation to the university for the needed revision.

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

The college follows the curriculum prescribed by the University. However needed provisions are given in the curricular contents to fulfill the needs of physically challenged students.

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

YES. The college has organized mentoring arrangements.

- The mentor students ratio is 1:15 for students counselling.
- At the allotted time the students share their experiences, aspirations, expectations, ambitions with their mentor.
4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

   The Principal insists on updated course files and laboratory manuals from the teacher educators. Teacher Educators extensively utilize ICT Resources in updating the learning materials. In addition, the Principal visits class room sessions periodically and regularly in order to monitor the course delivery effectively and advises the teacher educators on their strength and weaknesses. The feedbacks obtained also helps this process.

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

   The Institute’s website address is: www.oxfordced.edu.in. The website provides the details of academic schedules/ information on available resources/ staff list / proposed schedule of activities/ educational weblinks / students feedback. the website is regularly updated.

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

   Yes. The college provides the remedial programme for low-achievers in the following way:
   
   • Based on the performance in the class tests and unit tests, the low achievers are identified, remedial classes are conducted, modules were given followed by retest.
   • For low-achievers, special attention is paid and individual academic guidance is arranged by the subject teachers.

7. What specific teaching strategies are adopted for teaching

   A) Advanced learners and B) Slow Learners.

   (a) Advanced Learners:
   
   • The Integrated approach by using digital library
   • Computer aided teaching and giving advanced topics on assignments and seminars
• Giving individual projects for the advanced learners.
• Enrichment programme such as projects are given to selected students.

(b) Slow Learners:
• Remedial classes
• Self learning through modules
• Teacher guided learning.

8. What are the various guidance and counselling services available to the students? Give details.
• Personal Guidance is given to students.
• Academic counseling is given by the mentors.
• Career counseling.

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

There is a dedicated guidance and grievances redressal committee which meets once in two weeks and student teachers have the option of meeting the committee members to get solutions for their problems.

In addition, suggestion boxes are maintained at prominent locations on the campus. They are periodically opened in the presence of committee members. The suggestions/complaints are recorded in a register and necessary recommendations are made to the Principal for corrective measures so that they will not recur.

Major grievances that were redressed:
  o Permission for Muslim Student Teachers to go for Fridays Mass.
  o Colour dresses on Saturdays instead of uniform
  o Request for introduction of a Bus stop infront of the college.
  o Separate vehicle parking for B.Ed., students
  o Alternate Saturday may be declared as holiday.
10. How is the progress of the candidates at different stages of programs monitored and advised?

- The progress of the student teachers in theory paper is regularly assessed by conducting periodical unit tests and they are suitably advised based on their performance.
- The performance of practice teaching by every student teacher is monitored by the teacher-educators and mentors in the school and the Headmasters of respective practice teaching schools.
- One faculty member is in-charge for each co-curricular activity for the whole academic year.
- Students are rightly motivated, monitored and encouraged to participate in all the co-curricular activities both inside and outside campus.

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

The students are prepared to begin their practice teaching by giving training and exposure in the following:

1. Each student is trained in five Micro teaching skills for each optional subjects.
2. After completion of Microteaching, student teachers are trained with one link lesson by integration of the practiced microteaching skills.
3. Teacher Educators provide two demonstration classes in actual classroom situations.
4. Students are trained in writing lesson plans.
5. Each student takes a lesson in front of the peers and they are given feedback of their teaching by the teacher educators as well as their peers.

During the practice teaching the follow up support in the school is given in two ways:

- Frequent supervision by the teacher educator during the practice teaching.
- Everyday supervision, guidance and feedback by the mentors of the respective schools.
5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
   (i) List the current office bearers
   (ii) Give the year of the last election
   (iii) List Alumni Association activities of last two years.
   (iv) Give details of the top ten alumni occupying prominent position.
   (v) Give details on the contribution of alumni to the growth and development of the institution.
   Yes. The college has an Alumni Association (OAA) formed formally on 15th October 2009. (Regd. No: 257/2009)

The current office bearers of the registered alumni cell are:
- President - Mr. M. Jeyaraj (Department of Economics 2011 – 2012 batch)
- Secretary - Mr. R. Rajkumar (Department of Mathematics 2011 – 2012 batch)
- Treasurer - Mr. S. Ramesh (Department of Biological Science 2011 – 2012 batch)

Give the year of last election
No election was held in this regard. However, the Alumni volunteered for different position in the association in the meeting held on 18.12.2011.

List Alumni Association activities of last two years.
- Sharing of the achievement of Alumni in the association meeting.
- Sharing of their experiences and achievements with our college students.
- Alumni members encourage the present day students to becomes effective teachers

Top ten alumni…

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>D.Thenmozhi</td>
<td>B.T Assistant, Mahathma centenary vidhyalaya, Trichy</td>
</tr>
<tr>
<td>2.</td>
<td>B.Domnic Christina</td>
<td>B.T Assistant, Equitas Gurukul Matriculation, Trichy</td>
</tr>
<tr>
<td>3.</td>
<td>P.Nithya</td>
<td>Lecturer, Sri Ramakrishna Engineering college, Perambalur.</td>
</tr>
</tbody>
</table>
4. P.Kanimozhi  
   B.T. Assistant, Sri Akilandeswari Vidyalaya, Trichy.

5. P.Kumaravelan  
   Computer Instructor, Mukkulathur Govt. Hr. Sec School.

6. V.Selvarani  
   B.T. Assistant, Govt. Girls Hr.Sec.School, Mannachanallur.

7. T.J.Vyshnavi  
   B. T. Assistant, Little flower Hr.Sec School, Kattur.

8. K.Elakkiya  
   B. T. Assistant, Gurudev Matri.Hr. Sec. School, Karur.

9. S.Rexena  
   B. T. Assistant, Arnold Matriculation School, Trichy.

10. S.Ramesh  
    P.G. Assistant, Sri Ramakrishna Matric. Hr. Sec. School, Perambalur.

Give details on the contribution of alumni to the growth and development of the institution.

- Alumni offers their suggestions for institutional development in the meeting.
- The Alumni share their experience with our students.

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

- The institution encourages student teachers to participate in extra curricular activities by providing traveling allowance and also by rewarding suitably the winners of the various events.
- The institution is having well qualified and experienced physical director who trains the students on various sports and games.
- Sports Day is conducted every year and awards are given to prize winners.
- The following student has participated in the inter collegiate athletic event and the places acquired for the academic year 2011-12
### 3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other materials. List the major publications/materials brought out by the students during the previous academic session.

The student teachers talents are identified by conducting competitions in co and extra curricular activities in the beginning of the academic year and nurtured during the course of the year. The college releases a college magazine every year with articles of staff and students.

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

Yes the institution has a student council. The list of in-charges are given below:

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>In-charges</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall In-charge</td>
<td>To maintain discipline in the college&lt;br&gt;To look after the working of all other in-charges.</td>
</tr>
<tr>
<td>2</td>
<td>Class Representatives</td>
<td>To collect the leave letters from the absentees and submit it to the class teacher.&lt;br&gt;To take care of the cleanliness in the classroom.</td>
</tr>
</tbody>
</table>

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

The various bodies which have students representation on it are:

- The college committee (Library advisory committee, Grievance redressal committee, Sports and Cultural Committee)
- Students council
- Department clubs
Student representatives express their views in each body and their viewpoints are discussed in the meeting and appropriate decisions and actions are taken for the improvement of the college.

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

Yes. The Institute seeks feedback from alumni periodically and also feedback from schools where our graduates are employed. Their feedbacks are utilized in improving the resources, teaching-learning processes, practice training, etc.

Best Practices in Student Support and Progression

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

Student support:
- Student Teachers Council
- Student Teacher placement support services

Student progression:
- The college helps the student teachers in getting scholarship for SC/ST and minority candidates in time from government.
- The college helps the student teachers in getting educational loan from the bank.

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

1. What were the evaluative observation made under Student support and Progression in the previous assessment report and how have they been acted upon?

The first assessment report has suggested that

Observation : Avenues for employment need to be explored

Action taken :
- Those student teacher who apply for competitive examination respective books have been purchased and coaching and supervising have been arranged.
• Online registration for their degree for employment was provided.
• Arranging guest lecturers delivered by experts from employment bureau of Trichirappalli.

Observation : Placement cell needs to be strengthened
Action taken :
• Different education institutions are contacted to recruit teachers from Oxford
• Advertisements for Teaching post from Newspaper are displayed on the Notice board
• Coaching classes for TET Examination are conducted

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 profession?

- IQAC is introduced
- There is an opportunity for each staff member to discuss their grievance openly and getting their grievances redressed.
- The system of student council is further strengthened to enable the students to express their views freely.
- To enable the students teacher to develop their reading habits and presentation skills – student study circle (SSC), a novel learning practice has been introduced in our college. In SSC students select a book or an article of their interest beyond the regular school curriculum and shares the information with their peers in the presence of the faculty members.
Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Vision

To be a leading institution in emulating quality teachers with values and integrity to meet the challenges of the local, regional, national and community by way of promoting excellence in education.

Mission

To establish an advanced knowledge centre to mould quality teachers and to promote synergistic linkage with schools and emulate competent teachers to meet the challenges of the local, regional, national and community.

QUALITY POLICY

➢ To establish the necessary infrastructure and consistently maintain, in order to enable the students acquire best skills of teaching and learning.

➢ To mould the student teachers acquire independent skills in order to meet the challenges of the future.

➢ To create awareness among the student teachers the necessity of learning the advanced concepts and application of the same.

Long Term Goals:

➢ To establish a centre of excellence in education.

➢ To innovate new techniques/methods of teaching and learning process.

Short Term Goals

➢ To achieve 100% result in all the subjects

➢ To encourage students active participation in co-curricular and extra-curricular activities.
➢ To motivate the staff to publish articles, books.

➢ To motivate the students to take part in minor projects.

➢ To enrich the employability criteria and thereby enrich the placement activities.

➢ To enrich the students in the moral activities such as yoga, meditation etc.,

➢ To motivate the staff and students to present paper in conferences.

➢ To promote creativity and innovation.

➢ To promote the use of technologies in education.

➢ To enhance the personality and leadership qualities.

The college translates the vision and mission statements into practice through the following activities.

- One faculty registered for his Ph.D., degree and is actively engaged in pursuing his research.

- The Faculty makes use of modern ICT methods in the delivery of their lectures.

- Each department conducts value-added courses in addition to courses prescribed by the university.

- Faculty undertake society-relevant projects and also conduct a number of short-term courses for people from Schools and Institutions and other institutions.

- Seminars on latest topics are conducted regularly.

- Lectures by external experts are arranged not only on academically related subjects but also on moral and ethical values.

- The percentage of students who have gone for higher studies 46%
2. Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector education institution traditions and value orientations?

Yes. The mission includes the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations.

The college has not confined its activities within its premises alone. It has extended its services to the community in general and rural schools in particular.

The institution strives for the enhancement of the educational standards of corporation school at Keladevathanam, Triuchirappalli.

3. Enumerate the management’s commitment, leadership-role and involvement for effective and efficient transaction of the teaching- learning processes. (functioning and composition of various committees and board of Management)

The management is committed to provide necessary ingredients to promote quality education and highly productive process of teaching and learning. The measures adopted by the management are:

- The management has given total freedom to the teachers to formulate and design policies to achieve academic excellence.
- The management encourage participatory and decentralized management.
- Provides medical and insurance facilities to the staff and students.
- Encourages the staff members to attend seminar, symposia and workshops.
- Various committees are constituted and each committee is assigned with a work related to it (College committee and core committee)

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

- The Head of the institution, the Principal frequently briefs the need, the problems and developments of the college to the secretary.
• The secretary of the college directs the Head of the institution to discuss and carry out the academic responsibilities in the core committee.
• The important academic policies /matters are discussed in the core committee and decisions are taken democratically.
• The minutes of the meeting are communicated to the staff members through circular.

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

The management gets first hand information through personal contacts with the teachers and students. Besides, it gathers information through documents and reporting systems.

• Governing body meetings are held at the beginning of every Academic year and the functioning of the institution is closely reviewed and discussed for improvements and corrections wherever necessary.
• The minutes of the core committee / staff council are sent to the management regularly.
• The performance of the students in the Internal examinations and year end Examinations are analyzed by the Examination Cell at regular intervals and communicated to the management.
• Achievements of the students in co-curricular and extra-curricular activities are monitored by the appropriate committees and informed to the management.
• A feedback mechanism exists for evaluating the performance of the faculty members and the report of the evaluation is sent to the management and circulated to the staff members.
• Self-appraisal by teachers and assessment by the head of the Institution form part of the feedback system and it is communicated to the management.
• A suggestion box is also maintained.
6. How does the institution identify and address the barriers (if any in achieving the vision/mission and goals?)

The management visits the college regularly, it keeps abreast of the academic transactions and finds out the short comings/ barriers on their own. Teachers and students are free to bring out the short comings through suggestions box and e.mail.

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

Contributions of Faculty in the form of research publications in journals, minor project s are recognized and rewarded .

The faculty are encouraged to improve themselves academically by sanctioning necessary study leave and financial assistance.

Majority of the faculty are nominated as members of various committees such as academic, library, research and development, grievance redressal, etc.,

The suggestions given by respective committees are reviewed and implemented by the management in the best interest of the institution.

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

- The Head of the institution act as a bridge between the management and the employees in maintaining the growth and harmony of the institution.
- Ensuring democratic way of functioning of the college, all matters are discussed in the meetings and decisions are taken on common concern.
- Motivating the faculty and students to give away their best in the discharge of their responsibilities.
- Assessing the progress made by the staff members.
- Maintain harmonious relations between university and college for smooth academic governance.
- Maintaining good rapport with local academic and Schools Managements.
• Finalization and Allocation of budget for academic and developmental Activities.
• Preparation of action plan for future development of the institution.

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

i) Governing Council/Governing Body
A statutory body such as Governing Council has been constituted.
• It carries on the general administration, finance of the college.
• Appoint teacher educators, non teaching and other persons. The Governing Council defines their duties and conditions of their service
• Takes disciplinary actions against the teachers and other persons when found indisciplined.

ii) Sub Committees
• Academic and Advisory Committee
• Admission Committee
• Training and Placement Committee
• Staff Selection Committee
• Exam Committee
• Purchase Committee
• Library Committee
• Sports and Cultural Committee
• Discipline & Grievance Redressal and Welfare Committee
• Hostel and Canteen Committee
• Women Welfare Committee
• Time Table Committee
• Prevention of women’s sexual harassment committee
2. Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.

Organizational Chart

Minutes of GC meeting and staff meetings for the last 2 years.
3. To what extent is the administration decentralized? How does the institution collaborate with different sections / departments and personnel of the institution to improve the quality of its educational provisions?

   The administrative setup is as shown in section 6.2
   - Implementation of all academic programmes is discussed with Faculty.
   - Budget allotments are made after getting proposals and discussion with Faculty.
   - Faculty in-charges of the laboratories have freedom to choose priorities in procuring department needs.
   - The academic programmes are organized in consultation with the Faculty and concerned committees.

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

   A systematic interaction between the Head of the institution and faculty members in the form of staff meeting, faculty guidance to the students to overcome their personal and interpersonal problem of academic activities and regular contact with school personnel to find out the dark areas of academic activities are all the collaborating system of improving the quality of educational provisions.

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

   Yes. The institution obtained the feedback from the students, faculty members, school personnel in the form of questionnaire and rating scale which are analyzed systematically by a team of teachers and identify the positive and negative aspects of performance which certainly help the management of this institution to enhance the performance in a dynamic way.
6. What are the institutions initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments creating/providing conducive environment)

This institution establishes a conducive rapport with the faculty by way of conducting periodical meetings, discussion, and encourages sharing of experiences freely among themselves. This system paved a path in identifying initiative channels in the process of teaching learning materials.

6.3 Strategy Development and Deployment

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

Yes. The institute has a data center to collect information on
- Student profiles
- Academic performance
- Result analysis
- Faculty and staff profiles
- We update the entire above information on our web site as parents and students can access it at their perusal.

The institution library has an automated information retrieval and search system. In addition to the above, the institution has separate accounts management system through Software.

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

The institution provides enough allocation of human and financial resources to subistain the Quality.
3. How are the resources needed (human and financial) to support the Implementation of the mission and goals, planned and obtained?

The principal through respective meeting gather information regarding human and financial needs and requests the Governing Council to allocate the needed human and financial resources. The Governing Council based on merits of the proposal allocates human and financial resources.

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

As per university rules academic plans are made. Before beginning of the academic year the academic plans (time table, Calender) for the next academic year are drawn in the core committee. The Management also involves Chief Educational Officer, Practice School teachers to plan the Teaching Practice. Besides the management plans for job/career oriented programs to meet the needs of the society at large. The value added courses are designed with the help of expert senior faculty, alumni of the institution to cater to the demands of public utility.

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

By conducting frequent meetings with all the faculty and non-teaching staff. As most of the faculty members are members of various committees, the suggestions of different committees are taken into consideration in decision making for institutional development.

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

A systematic periodical meetings, review meetings, feed backs from students and discussion play a role of effective monitoring of the system and fruitful evaluation frequently.
7. How does the institution plan and deploy the new technology?

The college plans and deploys the new technology like ICT (Internet, LCD, Computer) depending on the curricular demands in B.Ed curriculum prescribed by TNTEU, Chennai.

To keep pace with the modern technology, Internet facilities are provided to the students in the computer laboratory as well as in the library.

6.4 Human Resource Management

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

The management provides financial support to faculty to enhance their professional skill. The liberal usage of e-learning system, digital library, free access to learn about the recent trend in research through well-established library are all qualities of the institution to cater to the needs of the progressive faculty.

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?

- Feedback is obtained from the students on the courses taught by the faculty twice in a year.
- Self-appraisals by the faculty are invited at the end of every academic year.
- Comments of the heads of the Institution on the performance of the faculty are also sought.
- The services of the staff are reviewed by heads of the Institution and necessary recommendations are made.
- Self appraisals of the Faculty and feedback from the students as well as from the heads of Institution help to review the performance of the faculty and suggest improvements.
• Based on the feedbacks, the areas of deficiency are identified and workshops are planned every academic year for the benefit of the faculty in the respective fields.

• They are also deputed to academic programs conducted in institutions of higher learning for up-dating.

• Incentives are offered to faculty for publications in journals & research activities.

• Based on the recommendations of the heads of the Institution staff are deputed for upgrading their skills / qualifications. The recommendations are also considered for other financial benefits.

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

• Medical facilities are available.

• For prolonged illness medical leave facility are extended.

• Maternity leave is provided.

• Transport is provided to all faculty free of cost

• Travel grants & Registration fee are provided to faculty for participating in national / international seminars / conferences / workshops.

• Cash award for good academic results.

• Financial assistance for faculty - 50% fees refund for doing Ph.D./M.Phil.,

• Insurance

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

Workshops are planned every academic year for the benefit of the faculty in the respective fields. They are also deputed to academic programs conducted in institutions of
higher learning for up-dation. For Non Teaching training programme for account maintenance online registration of B. Ed students for employment conducted by Employment exchange, Tiruchirappalli. In addition, curriculum changes as well as thrust areas of research suggest for up gradation of knowledge by the faculty.

5. What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?

- The institution is maintaining with accepted norms and standards as per the NCTE requirements and university policies.
- All recruitments are made through paper advertisements or notification in the notice board by the selection committee.
- The selected staff are sent for university approval
- In-service faculty are ratified by the university.
- Welfare measures as mentioned in section 6.4.3 are implemented.
- In-service promotions are given after faculty and staff acquire the necessary additional qualifications.
- Faculty are encouraged to undertake consultancy projects with appropriate financial benefits.
- A healthy academic environment is facilitated to all the faculty.

6. What are the criteria for employing part-time / adhoc faculty? How are the recruitment conditions of part-time / adhoc faculty different from that of the regular faculty? (eg. Salary structure, workload, specializations).

Part-time faculty are not appointed.
7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (eg. 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).

- Faculty and staff are encouraged for improvement of qualification by providing study leave with pay.
- Sponsorships are provided to faculty for participating in national / international seminars / conferences / workshops.
- Incentives are provided for securing research and publication of their research work.
- Faculty are motivated to carry out research through in-house additional grants.

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

- Faculty are provided space with adequate privacy, furniture for functioning and storage.
- Internet facility is extended to all Faculty.
- ICT facilities like LCD projectors, OHPs and multimedia equipment are available for use by the faculty.
- Central facilities like library, reprography support to the faculty in their academic activities.
- The equipments in various laboratories are upgraded through adequate funding every year.

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

For teachers: Display, staff circulation of brochures regarding conferences, Notice boards and through circulars.

For students: Through Grievance, suggestion box, announcement by staff members

For other Stake holders: Through oral method.
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.

Tamilnadu teacher education university had framed a detailed academic (Theory and Practical) work load based on NCTE norms and its mandatory for the institution to follow the same. Apart from this planes for working with school, execution of extension activities, educational services for slow learners are also allocated.

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

Yes. The institution provides liberal financial help to promote the research work of the faculty, provision of cash incentive to faculty who achieve 80% result in their academic activity. Rewards for presenting papers, remuneration separately for handling value added course.

6.5 Financial Management and Resource Mobilization

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

No, being a self financed institution the college revenue consists only of tuition fee paid by the students.

The revenue collected through fees during the last three years (in Rupees) is as given below:

- 2010-11 Fee from students: Rs.30,000/- per student
- 2011-12 Fee from students: Rs.50,000/- per student
- 2012-13 Fee from students: Rs.46,500/per student

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

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

Yes

4. What are the budgetary resources to fulfill the institution’s mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements)

The budget and income – expenditure statements for the last two years are given Annexure-9.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.

Yes. A qualified chartered accountant is employed to carry out audit of Income and Expenditure. The audit reports for the last two years are given in Annexure.

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

Yes. Latest accounting software package software such as Tally, MS-excel etc are used for the accounting process.

6.6 Best practices in governance and leadership

1. What are the significant best practices in governance and leadership carried out by the institution?

Administrative:

1. Encouragement of the management for good research culture
2. Encouragement of the management for paper presentation

Academic:

1. Lecture schedules are given in advance.
2. Feedback is taken at regular intervals followed by review meetings with faculty and students (if necessary) by the heads of the departments.
3. Monitoring of course progression in each semester through class committees.
4. Student counseling
5. Conducting remedial classes for academically backward students.
6. Meritorious students are rewarded with cash awards along with academic prizes every year.

7. Students are encouraged to participate in co-curricular and extra curricular activities.

8. A very active ‘placement cell’ takes care of the students’ placements.

9. Special classes for personality development and communication skills.

10. Students are encouraged to participate in community development and extension activities like organizing blood donation camps, visiting neighboring villages for rural up-liftment and environmental improvement / awareness through YRC and RRC.

11. Students are exposed to lectures from external experts not only in subjects but also in moral and ethical values.

12. Organization of value added courses in addition to regular academic curriculum.

13. Large number of faculty are involved in the administration of the college as members of various committees.

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

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

Observation : Objectives of the college are to be concretized.

Action Taken : Objectives of the college concretized.

Observation : Different committees are yet to be made functional.

Action Taken : Different committees are made functional. IQAC monitor the different activities of the committees and rectify the short comings.

Observation : Faculty has not been appointed as per provisions of affiliating university.

Action Taken : Faculty has been appointed as per provisions of affiliating university. Two faculty were appointed with Ph.D and other faculty as per norms.
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?

More autonomy is given to faculty and the grievances are attended. Encouragement are given to explicit their potentialities to the maximum extend in the enhancement of teaching learning process.
Criterion VII: Innovative practices

7.1 Internal Quality Assurance System

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

Yes. IQAC was established during the year 2011-12. Norms and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members. The principal is the Chairperson of IQAC, while a Senior faculty is a co-ordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives and evaluation. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality and innovations. It prepares the Annual Quality Assurance Report (AQAR) and submits it to NAAC.

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

The college prepares an action plan for whole academic year and implement them effectively which is evaluated periodically. Every academic year, student feedbacks on the curriculum are collected and discussions are made in the IQAC meeting and essential matters for institutional development are implemented. Teacher-educators prepare a self appraisal of their performance every year.

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

The primary aim of the college is to improve the academic performance of the student-teachers. The college ensures the quality of the academic programmes in the following ways:

- Teachers provide ICT supported lectures
- Announcement of lecture schedules in advance.
- Student counselling.
- IQAC’s periodic audits and reports.
- Feedback from students on the courses taught.
- Analysis of the unit test results.
- Preparation of Course plan and Modular form.
- Academic Calendar and Course Handouts.

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

The quality of the college administration is ensured through:

- Annual meeting of governing body and reviews.
- Recruitment of faculty as per norms.
- Various committees, periodic meetings and minutes.
- Research cell for monitoring in-house research.
- Faculty and Staff feedback on administrative / managerial matters.
- Purchase committee for the institution.
- Interaction with stakeholders.
- Grievance redressal cell.

Management of financial aspects is monitored through the process of auditing

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

The faculty members identify their good practices through:

- Self appraisal
- Feedback from students
- Discussion in the IQAC feedback meeting

The college shares its good practices through:

- Announcement in the morning assembly.
- Distinguished performance of the students in academic and co-curricular activities are regularly awarded in the college day function with certificates and prizes.
• Best activities and performance of the college are reported in the Newsletter by the management and reported in the annual report of the college.
• Encouraging faculty to acquire higher qualifications through registering for Ph.D and M.Phil., programs on part-time.
• Sponsoring faculty and students for conferences/workshops/seminars etc.

7.2 Inclusive Practices

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?

   • Teachers are encouraged to participate in the seminar/conference relating to social inclusion.
   • Faculty members organize guest lectures to discuss the national policies and the social curriculum.

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 invited lecturer from Bharathidasan University and delivered a lecture towards women’s empowerment. Marginalised students are identified and special attention to improve their learning are given.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

   The following curricular and co-curricular activities are provided to the students for fostering positive social interaction, active engagement in learning and self motivation.

   Activities to foster positive social interaction:
   • Citizenship training Camp
   • Field Trip
   • National and international festival celebrations.
Activities to foster active engagement in learning and self-motivation:

- Seminar
- Workshop
- Participation in competitions
- Using library books
- Teaching practice
- SUPW
- Yoga
- Participation in Club activities
- Personality development sessions and
- Life skills development

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

   Our college takes student-teachers to school visits especially for the schools of special children such as:
   
   1. Holy Cross Blossoms, Trichy – 02
   2. Dolours’ High School for the Deaff, Trichy – 620 004
   3. Asha Deepam(School and service centre for the Disabled), Trichy – 620 012
   4. Vidivelli School for mentally challenged Children, Trichy – 620 002

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

   The Institute introduced the following special measures:
   
   - Introduction of fees waiver scheme to help economically-weaker Students.
   - The college campus building are made disabled-friendly by constructing ramp to enter the classrooms.
   - Classroom and examination halls are arranged according to the convenience of the physically challenged students.
• They are encouraged to participate in all the college activities without any discrimination.

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)?

   Students are given orientation on gender equalities during the orientation programme.
   • Students are briefed with the problems of eve-teasing and ragging.
   • Students are instructed to treat their women counterpart fairly and equally.
   • The institution is having a cell towards prevention of women harassment. The cell monitors and takes action based on complaints and fact findings.

7. 3 Stakeholder Relationships

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

   The college ensures the access to the information on organizational performance to the stakeholders in the following ways:
   • Keeping the information in the college website available
   • College calendar
   • College brochure
   • News Letter

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?

   Based on the feedback periodical test results and university achievements. Remedial measures would be taken in faculty meeting to eliminate short comings. Self diagnosis would be done to appreciate the satisfactory work. Qualitative and quantitative approach would be adapted to compare the achievement.
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 Institute takes students feedback periodically on teachers, for improving teaching and delivery processes.
- Student Teachers give feedback on the Institution at the end of the program which is utilized for improving physical resources and facilities in the campus.
- The Institute collects feedback from parents and alumni which are utilized in improving the quality of the programs offered.

Based on various feedbacks, the Institute takes preventive and corrective actions for quality enhancements.

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

1. How is the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are reflected in the following activities of the institution:

- Contributing to National Development
  - Celebrating days of National importance
  - Providing equal opportunity to all

- Fostering Global competencies among students
  - ICT Skills through computer education
  - Communication skills through interactive programmes
  - Arranging guest lectures
  - Engaging students to participate in seminars
  - Debates on current issues by students

- Inculcating value system among students
  - Organizing morning assembly
  - Tree planting
  - Community work
  - Road Safety Awareness Programme
  - Extension work
• Promoting the use of technology
  o Preparation of individualized instruction PLM
  o ICT Training in development of teaching learning materials
  o Practicing innovative methodologies of teaching in the classroom using all types of teaching hardware.

• Quest for excellence
  o Modification, revision and improvement of teaching learning process based on students’ feedback.
  o IQAC formation for periodic discussion on quality improvement
  o Action Plan
  o Self appraisal by the staff
  o Attending seminars, workshops programmes by staff members for staff development.
## OXFORD COLLEGE OF EDUCATION, PIRATTIYUR, TRICHY-9
### MAPPING OF ACADEMIC ACTIVITIES FOR THE ACADEMIC YEAR  2012-13

| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Admission and Orientation |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Theory |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Tutorials/ Seminars |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Sessional Work – Tests & Assignments |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Practical Work |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Practice Teaching/ Internship |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Co-curricular Activities |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Working with community/ project work |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| End-Term Examination |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Note:** A week is of six working days and a day is of six clock hours.
D. DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Re-assessment Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions and No part thereof has been outsourced.

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

Signature of the Head of the Institution with seal

Place : Tiruchirappalli
Date : 05.01.2013