

## ANNEXURE -VII

### COLLEGE DEVELOPMENT PLAN TEMPLATE

#### 1. COLLEGE BASIC INFORMATION

##### 1.1 College Identity

**Name of the College** : **ST. CHRISTOPHER'S COLLEGE OF EDUCATION (AUTONOMOUS)  
63, E.V.K SAMPATH ROAD  
VEPERY, CHENNAI – 600 007.  
INDIA**

Is the College approved by:  
Regulatory Body ? **Yes**

Furnish approval no. : **69634**

Type of College : **Govt. Aided College**

Status of College : **Autonomous College**

Name of Principal of College and Project Nodal Officers:

<b>Head and Nodal Officer</b>	<b>Name</b>	<b>Phone Number</b>	<b>Mobile Number</b>	<b>E-mail Address</b>
Head of the College <b>Principal</b>	<b>Dr. Mrs. P. Nithila Devakarunyam</b>	<b>044-26618577</b>	<b>9841647087</b>	<b>stchristopherscollege@g mail.com</b>
<b>Nodal Officer</b>	<b>Dr.Mrs. Regina Joel</b>	<b>044-26618577</b>	<b>9840774112</b>	<b>reginapriya93@gmail. com</b>

**1.2 Academic Information :**

❖ **UG/PG/PhD programs offered in Academic year 2018-19 (past 3 years and next 3 years)**

S. No	Title of Programs	Level (UG, PG, Ph.D)	Duration (Years)	Year of Start in g	Sancti oned annual Intake	Total student Strength								Total student strength (Approximate)			
						2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
I	B.Ed					I yr	I yr	II yr	I yr	II yr	I yr	II yr	I yr	II yr	I yr	II yr	
1	English Education Course	UG	2 yrs	1923	150	122	116	122	150	116	150	150	150	150	150	150	
2	Tamil Education Course	UG	2 yrs	1949													
3	Mathematics Education Course	UG	2 yrs	1924													
4	Physical Science Education Course	UG	2 yrs	1947													
5	Biological Science Education Course	UG	2 yrs	1947													
6	History Education Course	UG	2 yrs	1923													
7	Geography Education Course	UG	2 yrs	1986													
8	Computer Education Course	UG	2 yrs	1988													
9	Commerce & Accountancy Education Course	UG	2 yrs	1993													
10	Home Science Education Course	UG	2 yrs	1929													
II	M.Ed	PG	2 yrs	1975	50	8	1	8	3	1	-	3	50	50	50	50	
III	M.Phil (Education)	PG	1 yr	1996	8		2		1		-		8		8		
IV	Ph.D (Education)			1976	8	2	1						8		8		
	<b>TOTAL :</b>				216	<b>132</b>	<b>250</b>	<b>271</b>	<b>303</b>				<b>416</b>		<b>416</b>		

- ❖ Whether College is Accredited? **Yes**
- ❖ Grade -- **'A' Grade**
- ❖ When -- **2014**
- ❖ Accreditation Status of UG Programs :

Title of UG Programs being offered	Whether eligible for accreditation or not?	Whether accredited as on 31 <sup>st</sup> March	Whether "Applied for as on 31 <sup>st</sup> March
<b>Bachelor in Education</b>	<b>Yes, Eligible</b>	<b>Yes</b>	<b>Not applicable</b>

- ❖ Accreditation Status of PG Programs:

Title of PG Programs being offered	Whether eligible for accreditation or not?	Whether accredited as on 31 <sup>st</sup> March	Whether "Applied for as on 31 <sup>st</sup> March
<b>Master in Education</b>	<b>Yes, Eligible</b>	<b>Yes</b>	<b>Not applicable</b>

### 1.3 Faculty Status (Regular/On-Contract Faculty as on March 31st, 20XX) ( Details of past 3 years and plan for next 3 years)

Faculty Rank	No. of Sanctioned Regular posts	Present Status : Number in Position by Highest Qualification						Total Number of regular faculty position	Total Vacancies	Total Number of contract faculty in position
		Doctoral Degree		Masters Degree		Batchelor Degree				
		R	C	R	C	R	C			
1	2	3	4	5	6	7	8			
<b><u>2015-16 :</u></b>										
Professor (Reader)	1	1						1		
Associate Professor (S.G)	6	5		1				6		

Assist ant Profess or (SSL)	7	1		3				4	3	
<b>Lecturers (Unaided)</b>	3			3				3		
<b>TOTAL</b>	<b>17</b>	<b>7</b>		<b>7</b>				<b>14</b>	<b>3</b>	
	No. of Sanctione d Regular posts	Present Status : Number in Position by						Total Number of regular faculty position	Total Vacanci es	Total Number of contract faculty in position
Faculty Rank		Doctoral Degree		Masters Degree		Batchelor Degree				
		R	C	R	C	R	C			
1	2	3	4	5	6	7	8	0		
<b><u>2016-17 :</u></b>										
Professor (Reader)	1	1						1		
Associate Professor (S.G)	5	4		1				5		
Assistant Professor (SSL)	8	2		4				6	2	
<b>Lecturers (Unaided)</b>	6	-		6				6		
<b>TOTAL</b>	<b>20</b>	<b>7</b>		<b>11</b>				<b>18</b>		
<b><u>2017-18:</u></b>										
Professor (Reader)	1	1						1		
Associate Professor (S.G)	5	5						5		
Assistant Professor (SSL)	8	2		4				6	2	
<b>Lecturers (Unaided)</b>	6			6				6		
<b>TOTAL</b>	<b>20</b>	<b>8</b>		<b>10</b>				<b>18</b>		
<b><u>2018-19 :</u></b>										

<b>Professor (Reader)</b>	1	1					1		
<b>Associate Professor (S.G)</b>	4	4					4		
<b>Assistant Professor (SSL)</b>	9	2	4				6	3	
<b>Lecturers (Unaided)</b>	7		7				7		
<b>TOTAL</b>	<b>21</b>	<b>7</b>	<b>11</b>				<b>18</b>		

R=Regular, C=Contract

**1.4 Baseline Data (all data given for the following parameters to ALL disciplines) (Past 3 years and projections for next 3 years)**

<b>S.No.</b>	<b>Parameters</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19 approximate</b>	<b>2019-20 approximate</b>	<b>2020-21 approximate</b>
1	Total strength of students (UG/PG/Ph.D) in all programme and all years of study in the year	UG 122	UG 238	UG 267	UG 300	UG 300	UG 300
		PG 10	PG 12	PG 4	PG 3	PG 66	PG 66
2	Total women students in all programs and all years of study in the year	132	250	271	303	366	366
3	Total SC students in all programs and all years of study in the year	27	29	29		-	-
4	Total ST students in all programs and all years of study in the year	1	-	-		-	-
5	Total OBC students in all programs and all years of study in the year	83	61	92		-	-
6	Number of fully functional P-4 and above level computers available for students in the year	5	2	10	10	10	10
7	Total number of text books and reference books available in library for UG and PG students in the year	419	156	473	500	500	500
8	Student-teacher ratio	1:10	1:10	1:10	1:10	1:10	1:10
9	% of UG students placed through campus interviews in the year	45	48	50			
10	% of PG students placed through campus interviews in the year	7	9	10			

11	% of high quality undergraduates (>75% marks) passed out in the year	-	Theory - 4% Practical - 39.83%	Theory - 1.76% Practical - 15.04%	-	-	-
12	% of high quality postgraduates (>75% marks) passed out in the year	-	Theory - 25% Practical - 50%	Theory - nil Practical - 100%	-	-	-
13	Number of research publications in Indian referred Journals in the year	4	6	10	20	20	20
14	Number of research publications in International referred Journals in the year	2	1	8	15	15	15
15	Number of patents obtained in the year	-	-	-	-	-	-
16	Number of patents filed in the year	-	-	-	-	-	-
17	Number of sponsored research projects completed in the year	-	-	1	-	-	-
18	The transition rate of students in percentage from 1st year to 2nd year in the year i) all students ii) SC iii) ST iv) OBC	100%	100%	98%	100%	100%	100%
19.	IRG from students' fee and other charges in the year (Rs.in lakhs)	-	-	-	-	-	-
20	IRG from externally funded R & G projects, consultancies in the year (Rs. In lakh)	-	-	-	-	-	-

21.	Total IRG in the year (Rs. In lakh)	-	-	-	-	-	-
22	Total annual recurring expenditure of the College in the year (Rs. In lakh)	-	-	-	-	-	-

## **COLLEGIAL DEVELOPMENT PROPOSAL (CDP)**

### **2.1 Give the Executive Summary of the CDP.**

#### **Vision Statement:**

**To provide women special consideration being given to the poor and needy with professional and general education of the higher order on Christian lines**

#### **Mission Statement:**

**To train women graduates from Arts and Science colleges to serve God and the nation in their profession as teachers**

#### **Motto:**

### **SEEK AND YE SHALL FIND**

St. Christopher is linked with the thought that a teacher's devoted service to children is service to God. Many gifted women have made lasting contribution through the years of changes and challenges. The College owes much to the Founder-Principal, Miss K. N. Brockway for her guidance, steady toil and splendid optimism.

- St. Christopher's teacher training college opened on July 4, 1923 with 12 L.T. students and four members of Staff, of three different nationalities.
- The college and school complex covers 10 acres. The campus is filled with beauty, activity and the promise of tomorrow.
- The M.Ed. degree course was started in the year 1944.
- The transition from the Secondary Grade Teacher Training to the Senior Basic Teacher Training occurred in 1955
- The institution was one of the first Training Colleges in India to cater to the in-service needs of teachers through its Department of Extension Services inaugurated in 1955.
- The Women's Studies Centre was established in 1975. The Women's studies Centre responds to the needs of women and brings their problems into the life and concerns of the society.
- In the year 1976, the college was recognized by the University of Madras as an institution for work leading to the Ph.D. degree in Education and enrolled its first candidate.
- The College was conferred the status of Autonomy in 1988.
- Credit Based semester system and Credit Based job oriented Certificate courses were introduced from the academic year 1999-2000.
- Nearly 17 credit based job oriented certificate courses, namely, Religious Education, Health and Nutrition, Journalism and Mass communication, Video Photography, Home Budgeting, Spoken English, Environmental Education, Gender Studies, Maintenance of Archives, Office Automation, Web Designing, Desktop Publishing, Photoshop, Cutting and Embroidering, Financial Accounting, Applied Mathematics and Laboratory Techniques in Biology are offered in our College. Computer classes are conducted to all the students. Co-curricular Activities like First Aid, Youth Red Cross, Social service at different centres, Club activities, Family Life Education are included along with their academic course. We have Guidance

and Counselling Cell.

- The College has celebrated Silver Jubilee, Golden Jubilee, Diamond Jubilee, Platinum Jubilee, Eighty year and ninety-year celebrations in the years 1948, 1973, 1983, 1998 and 2003 and 2013 respectively.
- The College was accredited at Five Star level, the highest level, among the autonomous Colleges by the National Assessment and Accreditation Council in 2000, Re Accredited at 'A' Grade Status by NAAC in 2007 and again Re Accredited at 'A' Grade Status by NAAC in 2014.
- The College received the National Gold Star Award by the International Business Council, Delhi for its outstanding achievements in 2001.
- Our College has been selected as the best institution for the Yeoman service in spreading St. John's Movement and received a memento from the Governor of Tamil Nadu on December 27, 2003.
- The Indian Association for the Blind has conferred Silver Zone award to St. Christopher's College of Education for outstanding excellence and amazing commitment towards voluntary contribution for the empowerment of persons with Visual Challenges.
- The College has to its credit a Computer automated Library with nearly 25,000 volumes, computerized examination unit and a mini gym.
- The institution has been linked with Charlotte Mason College, Ambleside, North of England. Being a member College of the Asian Women Institute.
- It has contacts with other universities outside India – The Tokyo Women's Christian University, Japan, Ewha Women's University, Korea, Silliman University, Philippines, United Board for Christian Higher Education in Asia and so on.

### **Proposals for Overall Development of College**

- To construct a Floor exclusively as an Examination Block, in the Administrative Building, as 3<sup>rd</sup> floor, with exclusive Examination Halls, and Confidential Sections.
- To construct a floor for Labs for Interior Design, and class rooms in the second floor of the Administration Building
- To install a Lift in the Administration Block for vertical movement to G +3 Floors
- To construct an Indoor Auditorium near the Main Stage of Main College Building to facilitate conduct General Assembly and student Programmes
- To start an EDP Center in the College premises.

**2.2** Provide the details of SWOT analysis carried out (in terms of methodology used, analysis and information and data as collected and inferences derived with respect to strengths, weaknesses, opportunities and threats).

Based on SWOT analysis, provide the "strategic plan" developed for College development. How the key activities proposed in the College Development Proposal are linked with the results of SWOT Analysis.

The SWOC Analysis report of the college thus prepared is as follows-

**Strengths:**

- Ninety-five years of dedicated service in the field of higher education for women.
- The institution has been situated in the heart of the city.
- Serene environment with greenery around, good infrastructure, spacious class rooms, adequate furniture.
- Automated library for the better use of the students and the staff.
- Well established Language laboratory, Computer laboratory, Mathematics laboratory, Biological Science and Physical Science laboratory.
- Extraordinary standards of teaching and dedicated Faculty.
- Certificate courses like Journalism and Mass Communication, Achieves Maintenance, Home Budgeting and web designing are offered in the college.
- English proficiency among college students.
- Various committees like Disciplinary, Anti-Ragging, women's harassment, Grievance cell, Library, counselling and Research function actively
- Constant monitoring of students' performance, progress and prospective future through Mentoring and Counseling by the Faculty who are trained counsellors.
- Advisory sessions are held every month. About ten students are attached to each staff. The students' personal grievances and needs are addressed.
- Moral instruction and scripture classes are conducted for the students to imbibe higher values in life.
- Value education is also imparted for the B.Eds and M.Eds to teach to their students in the schools when they become full-fledged teachers.
- Morning worship is compulsory for all which strengthens spirituality amongst the students and the staff

**Weaknesses:**

- Interference of government in the admission policy is a hindrance to the progress of the college.
- Admissions are delayed due to government interference
- Need of more infrastructure facilities

**Opportunities:**

- Placement cell caters to the need of students employment in various schools.
- The institution has been linked with Charlotte Mason College, Ambleside, North of England.
- Being a member College of the Asian Women Institute.
- Contacts with other universities outside India – The Tokyo Women's Christian University,

Japan, Ewha Women's University, Korea, Silliman University, Philippines, United Board for Christian Higher Education in Asia and so on.

- In collaboration with UBCHEA the institution gets opportunity to organize many training programme for the young faculty at national and international levels.

### **Challenges:**

- Communication skill of the students remain a challenging area.
- To mould the present generation into a committed value based teachers.
- To increase research publications in reputed UGC approved journals.
- Cater to teaching the mediocre students due to brain drain to professional studies.

### **CONCLUSION**

The college strives hard to make its student teachers excellent in the field of teaching thereby imparts professionalism, values and life skills consistently. In its 95 years of service the college has earned a great name as it has been producing many pillars in the education arena. They are the society builders. The college is quiet proud as it is part and parcel of India's great resource of many educated and literate population.

A college which was started in the year 1923 in response to the felt need for an exclusive teacher training college for women still fulfils that need, where there are an increasing number of parents who admit their daughters in the College basically for quality education as well as a safe and protective environment for the young girls. It is not just the 95-year-old monumental structure that towers the area, but the consistent search for imparting value based education with focus on excellence which makes the stakeholders tower above others.

- **Based on SWOT analysis, provide the “strategic plan” developed for College development.**

#### **Objective 1-10: Infrastructure**

To increase the infrastructure facilities to introduce B.Ed. course

1. To accommodate four year students in a large premise.
2. To add a storey to the existing buildings.
3. To extend hostel.
4. To extend worship area (Chapel).
5. To extend Library.
6. To build a new auditorium.
7. To increase staff rooms.
8. To establish new cafeteria.
9. To increase the number of wash room.
10. To build a day student lounge.

**Strategies:** - To build and extend various facilities as spelt out in the objectives 1-10

**Objective: Academics**

- To maintain and enhance the beauty of the College and serene environment for the conducive conduct of four-year course.
- Enhanced automated library for the better use of the students and the staff.
- Heightened Language laboratory, Computer laboratory, Mathematics laboratory, Biological Science and Physical Science laboratory.
- Motivate towards extraordinary standards of teaching and dedicated Faculty.
- Improved Certificate courses like Journalism and Mass Communication, Achieves Maintenance, Home Budgeting and web designing are offered in the college.
- Enriched English proficiency among college students.
- Systematic functioning of various committees like Disciplinary, Anti-Ragging, women's harassment, Grievance cell Library, counselling and Research.
- Constant monitoring of students' performance, progress and prospective future through Mentoring and Counseling by the Faculty who are trained counsellors.
- Counselling sessions to be organized in a systematic manner.
- Enhance scholarly activities through enhanced research
- Betterment of value system and spirituality through guest lectures and messages.
  - Strengthening relationships with foreign organizations like the Tokyo Women's Christian University, Japan, Ewha Women's University, Korea, Silliman University, Philippines, United Board for Christian Higher Education in Asia for the international quality in Education.

**Objective:** To establish effective and smooth functioning of administration.

**Strategies:**

- Extending training for administrative staff in different Tally version.
- Equipping them with automation and other technicalities.
- Increasing efficient and competent number of administrative staff.
- Modernizing the office area.
- Upgrading computer lab.
- Training administrative staff for using ICT effectively.
- Conducting regular skill up-gradation programmes for technical and administrative staff.

**2.3 State the specific objectives and expected results of your proposal (in terms of, "College strengthening and improvements in employability and learning outcomes of graduates". These objective and results should be linked to the SWOT analysis.**

Specific objectives & strategies	SWOC Results	Key Initiatives
To offer four year course, B.Ed with Arts, Science and Commerce subjects.	The integrated course offered will enhance employment opportunity for the students and also for the staff in Schools and Colleges of Education.	Introducing Arts, Science and Commerce subjects. Accordingly recruit and appoint Assistant Professors of these subjects along with the existing teacher educators.
Initiating Projects and research work for the staff	▪ staff should be involved in Research work	Along with the existing award of Rs.5000 towards research some more amount will be given.
Existing placement cell will be enhanced	▪ TET , CTET, NET and SLET coaching will be concentrated on.	Communicative skills life skills and soft skills will be given more importance.
Providing more informal platforms like Clubs and Forums to tap latent talent, build confidence and pave the way for transferable skills development	<ul style="list-style-type: none"> <li>▪ Limited exposure to talent visibility</li> <li>▪ More forums could be there</li> </ul>	✓ Clubs for Literary, Quizing, Cultural activities, Talent tapping provide the right platform for enhacing employability and soft skills

## 2.4 Provide an action plan for: (max 1 page each)

### a) Academic Plan:

#### 1. Courses Proposed :

Four year integrated B.Ed course.

- B.A., B.Ed.,
- B.Sc., B.Ed.,
- B.Com., B.Ed.,

**2. Student Admission Policy:** Student admission policy is a fair and unbiased one based on government guidelines on caste/community, religious minority quota and marks obtained in the qualifying examination. It is developed by prioritizing merit as well as other vital factors which are amended from time to time by the Government.

#### Admission procedure:

- The college commences the admission process in the preceding summer (April & May) soon after the announcement of the results of the qualifying examinations.
- The admissions are governed by the rules framed by the affiliated university and the state Government with regard to seats, reservations etc.

- Transparency is ensured through a Selection committee for scrutiny of applications and selection of candidates. The merit list of the candidates is displayed and communicated to the students.
- Personal interviews are conducted by the Committee comprising the Principal, Vice Principal and other Senior Faculty, during which the parents and the daughters are explained about the intricate issues like fee structure, medium of instruction, autonomy, semester system, other rules and regulations, campus life etc.

**b) Faculty recruitment Procedure:**

The required numbers of faculty members are estimated based on Teacher student ratio.

- Available faculty positions are advertised in newspapers.
- Candidates with PhD and/or NET/SLET are preferred.
- Applications are screened by the selection committee based on qualifications, merit and prior experience.
- Candidates are called for interviews subject wise. A demonstration lecture is presented to the selection committee.

**c) Implementation of Academic & Non-academic reforms:**

**Academic:**

- To revise the syllabi for the various courses after involving experts and staff.
- To conduct workshop to finalize syllabi and place it for approval before statutory bodies such as Board of Studies and Academic Council.
- To upgrade with modern ICT tools such as LCD projectors, Laptops etc. to use these for class room instruction, conduct of seminars, conferences etc.
- To widen the placement cell which will ensure more employability of the students.
- To link with neighboring, national and international schools for global placement.
- To give students the advantage of self learning courses or languages which have credits.

**2. Non - academic:**

- To create google classroom, Whatsapp/FB Messenger/Mail groups (class-wise & group-wise) and to pass all important information like course outlines, assignments, formative assessment dates etc. to all the members of the group.
- To encourage student participation in grievance redressal.
- To formalise student mentoring by senior students.
- To create more informal groups for extension and research activities.

**d) Plan for strengthening research, teaching and extension activities**

## 1. Plan for strengthening

**Research** : Faculty and students will be encouraged to put their might in research work. The college has a research committee with principal as ex officio chairperson and senior teachers as members and an academic expert as advisor. The research committee which is in vogue will monitor and address research issues. It also will encourage publication of articles in the existing Research journal “Beyond Horizon”.

**Teaching** : Planning for new courses and reviewing of Board of Studies recommendations on existing courses will be done in IQAC meetings in the presence of academic experts and action plan will be chalked out based on their advise. Feasible changes will be incorporated in the following academic year. Purchase of necessary learning resources and audio visual implements will be done at the behest of IQAC. It will also conduct workshops on quality related themes to all faculty members with an aim to improvise teaching-learning. At the semester beginning all the faculty members will be required to prepare semester curricular plans for all the papers and teaching plans along with synopsis to all the topics in their respective papers. Implementation of the plans is monitored by IQAC. A record of usage of LCD projectors and other audiovisual aids (ICT) in classroom teaching will be maintained. This helps in monitoring usage of ICT in teaching-learning process.

### **Extension activities :**

The College has been active and functioning constructively in Extension Services, since 1955. It will be conducting in-service programme, seminar cum workshops, orientation courses, consultation, experimental projects, exhibitions, demonstration classes, special coaching classes for teachers.

The following are the proposed plan for Extension activities

- Training on Smart Classroom for teacher educators
- Training on Soft Skills for four year B.Ed. students
- Seminar on research methods for Research scholars
- Seminar on tool construction for Research scholars
- Workshop on value integrated teaching and learning
- Workshop on MS-office for Non-teaching staff
- Workshop on validating Multiple Choice Questions
- Seminar on leadership for teacher educators
- Seminar on impact of climate changes and environmental issues
- Workshop on Analysis using MS-Excel’ for research scholars
- Workshop on Tally ERP software for accountants
- Capacity building programme for young faculty.
- Seminar on learning styles of adolescents of student teachers
- Guest lecture on on-line resources for four year B.Ed. students

## 2.5 Measuring Outcomes (max 1 page each) (A similar Framework is given in 2.3 above)

### a) Improving employability of student teachers through placement cells

School and educational institutions are the most likely venues to measure academic and technical skills, respectively, a variety of organizations have started measuring employability skills. Employability skills are foundation skills that apply across the board, no matter what the specific job may be. Everyone can benefit from learning or improving employability skills. Even jobs that were once thought to be solely technical are changing to require a wider range of employability skills.

- Noted schools in the city come forward to select our students through practical teaching and oral interviews.
- Department of Computer Science intends to have more short term computer courses comprising of Basic computer operations, MS office, Tally and internet thereby making the students friendly with Software skills and making them eligible for various office and computer related jobs.
- Add On Courses in Spoken English and Communicative English are offered by the department of English to improve the language proficiency of students, thereby making them more confident in increasing their prospects in the job market.
- Focused efforts to enter into MOUs with other countries for exchange programme.

**b) Increased learning outcomes of the students:**

Learning out comes are statements that describe the knowledge or skills students should acquire by the end of a course and help students understand why that knowledge and those skills will be useful to them. The focus is on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation.

Good learning out comes emphasize the application and integration of knowledge. The phrase 'learning outcomes' thus simply offers a more precise term for discussing the creation of learning aims and expectations that centre on application and integration of course context.

- Orientation or Induction programme will be organised for the freshers and they will be informed about the college and the environment, rules and regulations, examination pattern and evaluation.
- The students will be made aware of the scope of their respective course and placement opportunities through Bridge and Overview Programmes in their departments.
- Environmental education is a compulsory paper for UG students. NSS awareness programmes on the themes of human rights, plastic free society etc will be conducted.
- Remedial measures are adopted to motivate and energize those who find it difficult to cope with their subjects. In extreme instances, even suggestions and advice for reorientation will be provided to the students by the Mentors and the Principal. Remedial exercises will be assigned by the class teacher to those who are found to lag behind.
- All the departments will be encouraged the advanced learners to participate / present papers in seminars/conferences and guide them to take up various competitive

examinations. Books from college library as well as from other sources like Departmental library will be made available to them. Opportunities for participation in inter university and inter collegiate competitive programmes will also be made available to them.

- The implementation of new learner centric and inclusive strategies will result in the profound improvement in the cognitive abilities and communicative capacity of students.
- The College will conduct many faculty development programme and workshops every year to encourage the faculty to adopt new approaches on student learning.

**c) Improving teaching, research and quality through faculty evaluation and student's feedback**

Gathering student's feedback on teaching practice is commonly used in educational settings as an improvement tool and performance measure. Typically, this feedback is collected using rating scale surveys. When a subject concludes, however, whether this practice improves the quality of teaching requires further research. Specifically, the efficacy of an ongoing, collaborative feedback model in which teachers collected student feedback regularly, were guided in reflecting on the data, and were supported through professional development to improve their practices was explored.

- Feedback from the students will act as a morale booster for the efforts contributed by the Faculty towards quality sustenance and enhancement.
- Faculty performance evaluation is also done every semester.
- The not-so-good performing Faculty are identified after the appraisals and they advised for better performance.
- Results supported student feedback as a valuable improvement tool, and powerful stimulus for teacher reflection. Student feedback informed teachers on the effectiveness of their practice and identified.

**2.6 Provide an action plan for organizing a Finishing School and for improving the academic performance of SC/ST/OBC/academically weak students through innovative methods, such as remedial and skill development classes for increasing the transition rate and pass rate with the objective of improving their employability.**

The college is well aware as mentioned earlier about the low socio economic level vis- à-vis low skills and abilities level of many students in each group. The Management is concerned about the well being of socially and academically weak students. An academic plan improving the academic performance of SC/ST, OBC, academically weak students is as follows:

- The college plans to provide some short term language courses to the students to increase their proficiency & command over their language.
- The students will be exposed to Additional Soft Skills training and Personality Development sessions for confidence building and enhanced career success.
- The college will direct the faculty members of all the existing departments to take a few extra classes for socially and academically weak students.

**2.7 Attach a summary of Training Needs Analysis carried out. Also, provide Faculty Development Plan for the first 18 months for improving their teaching, subject area and research competence based on Training Needs Analysis in the following areas.**

**Summary of Training Need Analysis carried out. Provide Faculty Development Plan from the first 18 months to achieve improved competence based on Training Needs Analysis (TNA) in the following Areas**

Talking needs action. Training needs analysis. Employees are said to be the most valuable asset in an organization. Therefore, employee's talent need to continuously develop and nurture in achieving the highest performance of the organisation. The key to finding and developing the talent is by training whereby training is a planned effort of the organisation to facilitate employee knowledge and skills that are critical for successful job performance. Thus, any training intervention must be preceded with the process of training needs analysis (TNA).

The Analysis process:

- The process involved interaction with all cadres of staff, faculty, Heads of the departments, Principal and management.
- Inputs received from various cadres include their area of specialization, area of interest/research, soft skill requirements and other training expectations.
- Inputs were also taken from HoDs and Heads of sections regarding attitude and drawbacks in various aspects of behavior & mannerism of particular staff members.

Our staff required training

- In using internet in android phones to teach their subjects inside and outside classroom and to give activities for self learning.
- To adopt new teaching techniques to impart integrated four year B.Ed course.
- In upgrading the content knowledge in their respective specialised subjects,
- In class room management techniques as the strength of the class will be large in the integrated course.
- In guidance and counselling techniques at advanced level.

**Faculty Development Programme**

Faculty Development Programme is aimed at enhancing the teaching and research skills of teachers, researchers, and trainers working in B.Ed colleges.

Objective of the programme :

- To grant an opportunity to the teachers of the college to pursue their academic or research activities in the integrated course subjects.
- To provide hands on experience in android phones to teach subjects
- To enhances the knowledge of arts and science courses at college level

- To make available opportunities to the teachers to present papers at academic conferences or seminars or participate in workshops and exchange knowledge and ideas.
- To facilitate in improving their credentials at higher level and research capabilities.
- To equip in the latest guidance and counselling techniques.

**Duration:** 18 months

**Eligibility :** B.Ed college teachers

**Syllabus for FDP:**

Content knowledge in Arts and Science subjects at college level

Latest teaching methodologies to impart content knowledge to students

Modern techniques and skills in guidance and counselling

Recent evaluation techniques and

Question bank preparation.

## **2.8 Provide an action plan for training technical and other staff in functional areas.**

- Technical training will be produced to upgrade their computer skills of office.
- Office staff will be provided with training on different versions of Tally.
- Office staff will be given training on interpersonal relationship and client satisfaction.
- Leadership and managerial skills training will be provided.

**2.9 Describe the relevance and coherence of College Development Proposal with State's/National (in case of CFIs) Industrial/Economic Development Plan.**

**Not Applicable**

**2.10 Describe briefly the participation of departments/faculty in the CDP preparation.**

A Committee of five members of the faculty fully involved in the preparation of the College Development Proposal. Beginning with the preparation of the SWOC and the linked Initiatives.

- This was followed by a discussion on the proposed action plan by the Department.
- The project document was circulated among the faculty groups working in different areas and they were asked to go through it and submit proposals in tune with the overall theme based on the discussions and consensus at the meeting.
- The proposals received from the faculty group were reviewed and consolidated. As is the procedure always for College development, it is envisaged to implement the proposal with the active involvement of all faculty and technical staff of the Department.

**2.11 Describe the College project implementation arrangements with participation of faculty and staff.**

- A meeting of faculty was initially held where a briefing on salient features of the proposal was made.
- This was followed by discussion on the proposed plan of action and the Institutional Development Proposal.
- A survey on training need analysis (TNA) was carried out among the faculty and technical staff to identify the needs and formulate a strategy for training.
- The proposals received from the faculty group were reviewed and consolidated as in the previous stage of UGC Autonomy Inspection, it is envisaged to implement the proposal with the active involvement of all faculty and technical staff of the department.

2.12 Provide a College Project budget as per table below:  
Financial Plan for College (Rs. In Crore)

Sl. No	Activities	Plan life allocation (2018-19) <b>approximate</b>	Plan Life allocation (2019-20) <b>approximate</b>	2020-21 (Rs.In Crore) <b>approximate</b>	2021-22 (Rs.In Crore) <b>approximate</b>	2022-23 (Rs.In Crore) <b>approximate</b>
1	Infrastructure	0.2	0.2	0.2	0.2	0.2
2	Modernization and strengthening of laboratories	0.1	0.1	0.1	0.1	0.1
3	Establishment of new laboratories for existing UG and PG programs and for new PG programs	-	-	0.05	0.05	0.05
4	Modernization of classrooms	0.05	-	0.05	-	0.05
5	Updating of Learning Resources		0.05		0.05	-
6	Procurement of furniture	0.2	-	0.2	-	0.2
7	Establishment / Upgradation Of Central and Departmental Computer Centres	0.05	0.05	0.05	0.05	0.05
8	Modernization / improvements of supporting departments	0.05	0.05	0.05	0.05	0.05
9	Modernization and strengthening of libraries and increasing access to knowledge resources	0.05	0.05	-	0.05	0.05
10	Refurbishment (Minor Civil Works)	0.10	0.10	0.10	0.10	0.10
11	Research and development support	0.05	0.05	0.05	0.05	0.05
12	Providing Teaching and Research Assistantships to increase enrolment in existing and new PG programme in Engineering disciplines	0.05	0.05	0.05	0.05	0.05

13	Provision of resources for research support	0.05	0.05	0.05	0.05	0.05
14	Enhancement of R&D and College consultancy activities	-	-	-	-	-
15	Faculty Development Support	0.05	0.05	0.05	0.05	0.05
16	Faculty and Staff Development (including faculty qualification upgradation, pedagogical training, and organising/ participation of faculty in workshops. Seminars and conferences) for improved competence based on TNA	0.05	0.05	0.05	0.05	0.05
17	College reforms	0.05	0.05	0.05	0.05	0.05
18	Technical assistance for procurement and academic activities	0.05	0.05	0.05	0.05	0.05
19	College management capacity Enhancement	0.05	0.05	0.05	0.05	0.05
20	Academic support	0.05	0.05	0.05	0.05	0.05
21	Creation of new departments/ courses	0.05	0.05	0.05	0.05	0.05
22	Enhanced interaction with industry	-	-	-	-	-
23	Student support activities	0.05	0.05	0.05	0.05	0.05
24	Others	-	-	-	-	-
	<b>Total:</b>	<b>1.35</b>	<b>1.15</b>	<b>1.35</b>	<b>1.20</b>	<b>1.40</b>

