

CRITERION – II
CURRICULAR ASPECTS

Criterion II: Teaching – Learning Evaluation

2.1 Admission Process and Student Profile

2.1.1 How does the institution ensure wide publicity to the admission process?

Prospectus

Institutional Website

www.pachaiyappas@gmail.com

c. Advertisement in Regional/ National Newspapers d. Any other (specify)

As regards the wide publicity to the admission process is concerned, no doubt our college prospectus and website help us to talk at length with all particular characteristics of our institution but along with that we put advertisements in the regional and local newspapers.

It is relevant to state here that this ancient institution is in no need of advertisement for the courses offered and the name and fame of the College speaks about its erudition and the tireless services rendering to the society in promoting the educational status of the weaker sections of society.

2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level

a) General

The admission process to various undergraduate and postgraduate programmes is being carried by the College as per the guidelines of the Government and the University of Madras. On merit basis (mark only) the admission is being done by

observing the communal reservation and other guidelines prescribed. The cut-off percentage as follows:

	UG	PG
OC	78%	84%
BC	69%	79%
(BC Muslim)	70%	69%
MBC	73%	74%
SC	62%	63%
(SC Arunthathiar)	58%	51%
ST	49%	52%

b) Professional c) Vocational - Nil

2.1.3 How does the Institution ensure transparency in the Admission process?

All the matters regarding the admission process to various courses are put on the notice boards very clearly. There arises no problem in the admission process sticking to the reservation rules laid down by the university –almost all are admitted.

2.1.4 How do you promote access to ensure equity?

- a) Students from disadvantaged community
- b) Women
- c) Differently-abled
- d) Economically-weaker sections
- e) Sports personnel
- f) Any other (specify)

This College is a towering leader in the field of higher education catering to the need of poor, socially deprived, underprivileged, backward, most backward, downtrodden and economically weaker sections of society. This is the first College in the Chennai city in getting higher ratio of scholarship aid from the Government.

The admission to the women students is being done for PG courses as the College is offering the UG for Men only and the PG for Co-Ed., as per the norms of the Government.

The differently abled persons are being treated with special privileges by admitting them over and above the prescribed limit by reducing the management quota.

Free education system has been scrupulously implemented by this College offering education to 10 poor students per year.

A special mention is reserved for encouragement to the sports personnel that they are being admitted as per the norms with the recommendations of the Director of Physical Education and free boarding and lodging facilities are provided to them in our College hostel.

In general in order to accommodate more number of students in various government grant-in-courses, additional seats have been filled up with the poor students by getting special permission from the University of Madras.

2.2 Catering to Diverse Needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

We struggle for the all-round development of our every student. We try to give every student every facility as regards the personality development is concerned. As far as academic weakness and backwardness is concerned, we thrust upon revision classes, remedial classes, personal coaching and the extension of library hours.

2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners.

There is no specified strategy for the identification of slow and advanced learners at entry level—the indicator is just their Marks Memo. As the classes begin, identification of their academic (grasping) standards is judged through their responses and the regularly conducted class-tests. Students from both the categories are encouraged and provided need-based guidance and material.

2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.

Yes, the institution has a provision for tutorials for the students. Along with class tests, we conduct unit-wise tutorials and apart the teachers give home-assignments and guide the students regarding the deficiencies.

2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.

The formation of the Students' Council is from the Class Representatives (CRs), these CRs are nominated on the basis of merit. One CR from each class is a mentor. We don't depend just upon one, we form groups of students depending upon the circumstances—one active student is appointed as the group leader. The interactions between and among the mentors and the groups help the students to

develop their academic standards. Department-wise associations are framed where programmes on academic issues are conducted. The teacher co-relates the class through these mentors and tries to heighten the academic levels of the groups. The Students' Council also consists representatives from N.S.S., N.C.C., Sports and Cultural Department, — these representatives are proficient in the concerned fields. They lead the department and produce expected results.

2.2.5 How does the institution cater to the needs of differently-abled students?

We provide special attention and take care of the differently-abled students. Almost all the departments have taken special care on them by arranging the Braille materials and helping them in various field of activities to infuse confidence in minds of them.

2.3 Teaching -Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

The student is at the center of all activities conducted in and outside the college. The activities include curricular, co-curricular and extra-curricular activities. The only objective is the development of students' personality. A committee of experienced teachers prepares the academic calendar which is published through the prospectus and also put on the concerned Notice Boards. The system as approved by the University of Madras is being scrupulously followed. The teaching, learning and evaluation processes include regular University exams, departmental class tests, tutorials, seminars, discussions and paper-readings. The above schedules have flexibility as per the needs. The evaluation blue prints are already supplied by the University. Our staff members evaluate our students not only as per the University motives but also as per our

Institution's Aims and Objectives. The teachers regularly, in advance prepare lesson notes and plan the teaching-learning activities.

2.3.2 What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.

Whatever is possible to make the teaching-learning process effective is done and suggestions from the staff are welcomed. Along with the traditional methods, we also evolve and use the new modern methods. The traditional methods like lecture method, question-answer method, discussions, self-study method, guest-lecture methods are very well supplemented with the methods like audio-visual, interactive, project based and teaching-learning executed by LCD and OHP. For some programmes, educational tours are arranged. Learning is assessed also with the help of internal class tests and exams. In the meetings the departmental Head and the Principal review and check the teaching, learning and evaluation process.

2.3.3 How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

The programmes conducted not only by the four major units like N.S.S., N.C.C., Cultural and Sports, along with other associations too, have their fixed strategies as regards not only the teaching-learning evaluation is concerned, but also as far as life moral values and the construction of civilization is concerned. The classroom teaching involves intermittently the mention of significance of moral values achieving physical and mental health and having the different social, political, financial, moral awareness.

Individual attention, personal counseling and freedom to the student to see his teacher whenever needed are stressed. As regards the knowledge management and lifelong learning, students are advised and inspired and also proved the importance of book handling and library reading.

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and Jet tools).

The Institution through its faculty ensures the effective learning on the part of the student community through class tests, homework, tutorials, classroom seminars, discussions, university exams, participation of students in different competitions and activities. Deficiencies and shortcomings are tried to be fulfilled and bridged up with the help of remedial classes and revision classes.

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

By the useful resources of the faculties students are being guided advised to utilize internet, journals, magazines, newspapers, new writings through the library facilities. Due awareness has been created among the students about importance of regional, state level Conferences and Workshops and asks them to attend the same to widen the horizons of knowledge and understanding.

2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

Along with the central libraries (UG and PG, which consist of 150,000 books), we have departmental libraries. The departmental libraries include teacher borrowed books and his personal books which are lent to the deserving students. For the enhancement of teaching and learning, the departmental libraries are made

available even to the students for their academic achievements, self-study and to quench their thirst for wider spectrum of life knowledge.

2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?

Yes, we have been implementing the system (programme) of Teachers' Assessment by the students. The assessment is done towards the close of every academic year. Specially prepared formats are circulated among the students and their responses are collected. The Assessment Committee headed by the Principal goes through the responses and wherever necessary oral suggestions and warnings are given to the concerned teachers. Persuasion and motivation of the teachers for devoted teaching is undertaken. Also students file up their responses (if any), through their complaints which are collected in the redressal boxes. Serious considerations are given to the various academic fulfillments.

2.4 Teacher Quality

2.4.1 How are the members of the faculty selected? Does the college have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?

Teaching staff is recruited as per the government guidelines. The approved posts are advertised. The selection (interview) committee is formed by the university which consists of the university representative, the government representative and the subject expert, in addition to the Trustees of Pachaiyappa's Trust Board, Principal, and the concerned Head of the Department.

We have qualified and competent staff to handle the courses. The Management does not compromise with this issue, no donations are accepted from candidates for employment.

2.4.2 How does the college appoint additional faculty to teach new programmes/ modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?

The management is appointing faculties by giving advertisement in the leading dailies for self-finance courses by conducting interviews.

During the last three academic years, the management has appointed 12 staff members for the department of Computer Science and Applications.

2.4.3 What efforts are made by the management for professional development of the faculty? (eg: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)? How many faculty have availed these facilities during the last three years?

Our college management gives full freedom to our teaching staff as regards the professional development is concerned. Special grants are sanctioned by U.G.C. for faculty development programmes. Additional required expenditures are done through other sources. Teachers are sent to attend regional, state level, national, international conferences /workshops /seminars. Study Leave is granted to them. Also we have conducted conferences in different disciplines during the last years.

2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?

Dr.S.Gunasekaran, Associate Professor and HOD of Physics

(i) **Eminent Scientist Award**

Conferred by Jagadguru Kanchi Sankaracharya Jayendra Saraswathi Swamigal for the outstanding contribution to Science and Technology at Sankara College of Arts and Science, Kanchipuram during July 2010.

(ii) Research Guide Achievement Award

Conferred for the successful completion of 25 doctorates awarded during National Conference on Recent Advances in Physics (NCRAP), 1-2 February, 2008

(iii) Citation of appreciation

Awarded for the successful conduct of 10 State Level Technical Seminars during 10th State level Technical Seminar in Physical Sciences, 15-16 February, 2008 at Meenakshi College, Chennai - 24.

(iv) Psychometric Educational Services Award

Awarded for the valuable services and contribution to the Human Resource Development and Awarded during NCRAP of GCs School of Creative Intelligence and Research Foundation Trust, Veppu, Arcot, 1-2 February, 2008 Conferred by Lion's Club of Anna Nagar, Chennai in 2007.

(v) Certificate of appreciation

Awarded by the Journal, Sepctrochemica Acta A, for the step 1% citation of the article "Vibrational Spectral Investigation on Xanthine and its derivatives - theophylline, caffeine and theobromine".

(vi) Research Scientist Award

Conferred by the Dept. of Physics, Ethiraj College for Women, Chennai-8 in 2003 during its Silver Jubilee Celebrations.**Awards for the Best Paper Presentation during National Conferences - 15**

(viii) Teacher's Day Award

ix) Best Student Award

Presented by St. Joseph College, Trichy during the Post Graduation.

x) Referee for Journals – 9

Awards, recognition, patents etc. if any.

Dr.L.Veerakumari, Associate Professor and HOD of Zoology

1. Received Gold Medal Dr. M. S. Krishnamoorthy award - for developing a new methodology in the discipline of pharmacology and environmental toxicology - conferred by Indian Association of Biomedical Scientists in the year 2006 at Trivandrum.

2. MABMS Title conferred by Indian Association of Biomedical Scientists in the year 2007 at Trichy, Bharathidasan University.

Best researcher award for the year 2008 conferred by Alumni association of Pachaiyappa's college, Chennai.

Inducted into the **American order of Scientific and technical merit** for outstanding accomplishments in science and technology and professional excellence as recognized by the American Biographical institute, North Carolina. 2009.

FABMS Title conferred by Indian Association of Biomedical Scientists in the year 2010 at Chandigarh

Number of best paper awards / prizes: 10 -Youth Govt. of Tamil Nadu, 2005-06.

Dr.T.Sekar, Assistant Professor of Botany

Awarded **Best Programme Officer** by the University of Madras 2004-05.

Awarded **Outstanding Programme Officer** "Agnisiragugal" rolling trophy instituted by Dr. P. Maghalingam, Former NSS Co-ordinator, University of Madras, 2004-05.

Awarded **Best Programme Officer** State NSS award by Ministry of Sports, Government of Tamilnadu

Dr.V.M.Muthu Rama Linga Andavar, Associate Professor of Tamil

Bagged Young Scholar Award from the President of India as he as awarded Ph.D. for his research on Tamil studies. He has published 11 books and 21 research papers. Many awards and honours have been conferred on him by various institutioesn including the Soviet Cultural Academy. Among his books, Turaitorum tamil (Tamil in different fields) and Panmukat tamil (multi faceted tamil) are noteworthy.

2.4.5 How often does the institution organize training programmes for the faculty in the use of?

- a) Computers
- b) Internet
- c) Audio Visual Aids
- d) Computer-Aided Packages
- e) Material development for CAL, multi-media etc.

Our Institution has a full-fledged department of Computer Science in both the respects—Computer systems and qualified teaching staff. We organize training programmes for the teachers and also for the students quite regularly twice in a term. As and when required the needy faculty is guided and trained as regards computer competency is concerned. Knowing the significance and utility of computer knowledge, our institution makes available all that is required to the teachers and the students. We have opened up U.G.C.— Network Resource Centre which is available to all for the updation of knowledge.

2.5 Evaluation Process and Reforms

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

Evaluation test is the final ordeal everyone has to go through—it is but compulsory. The teacher has to make his student eligible, competent and capable to pass the test. Our constant effort is of the creation of the evaluation atmosphere in the college premises. For this, we prepare from the very word go, the prospectus itself talks about this and gives details of the evaluation system. We have in our college, established two separate committees to look after this most significant unit—A) Internal Assessment Committee B) University Examination Committee –they are inter-related. The Internal Assessment Committee chalks out the whole year’s evaluation programmes and displays it on the Notice Boards—Schedules are declared, internal tests are conducted and as needed students are oriented depending upon their responses. The teacher unofficially declares tests and asks students to present his papers. Even oral tests are conducted. Curricular, co-curricular and extra-curricular tests and competitions are conducted continuously and comprehensively. Meritorious students are rewarded. The same is about the University exams—the Committee looks after the administrative affairs and the successful conduct of the University exams. Special meetings are held inviting concerned teaching and non-teaching staff for the effectiveness of evaluation procedure.

2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?

It is not only the aim but the mission of our institution to see that our student makes not only the academic progress but he develops in all respects. The repeated motivation from the Principal and senior teachers plays its role in monitoring the overall progress of our college student—we, the institution are meant for the students’ progress—technically, the assessment and tests are conducted, the feedback is received and students are advised not only in classrooms but also on personal level. The progress report is intimated to the parents both—orally and in written form. The weak and average students are called back and remedial coaching and extra-

guidance is given to them. The teacher guides and encourages the meritorious and the potent students to avail of the internet, library and reference book facility.

2.5.3 What is the mechanism for redressal of grievances regarding evaluation?

We have established the 'Grievance Redressal Cell' in our college. Now and then the students are advised to drop their complaints in written form in the redressal boxes which are kept in the Arts and Science Block and Principal's Room. These boxes are opened and the complaints are scrutinized at regular intervals. The Grievance Redressal Cell consists of Principal, all Heads and the Co-ordinators of the Internal and University examinations. The evaluation complaints / suggestions are discussed in the Cell's meetings and proper measures are taken informing the concerned teaching staff.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms? Serious thought is given and actions are taken as regards the evaluation process. Test / examination is a compulsory, unavoidable ordeal on the part of the student as it decides the students' destiny. Various methods (Notice Boards, Mike Announcing, Written Warnings, Copy-free exam, Staff-students Meetings, etc.) are followed for the creation of the proper examination atmosphere in the premises. As regards University Exams, we cannot change them recently it has introduced the semester system. For the effective results, supplementary and supporting internal tests and examinations are conducted on the institutional level. These tests and examinations include objective type, descriptive type, oral tests for the right testing of the taught units.

During the conduct of the university exams internal squads, gate checking and other measures are taken for clean examination. Internal exams are devised and planned in such a way that students comprehend the syllabus to the maximum level.

2.6 Best Practices in Teaching -Learning Process

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

Teaching / learning / evaluation is but the center and soul of college education. Ours is the aim and motto of producing self-dependent students supporting not only his family but also the society and country. We are always in search of innovations. As regards this criterion, to make these three activities effective, we implement following methods / techniques:

1) Project Based Activities—Small project works are allotted to the students, they are asked to prepare at home and then show it to the concerned teacher for assessment.

2) Classroom Group Activity— We divide the class strength in sizeable groups giving them one learning unit. We ask those groups to discuss among themselves and then put those things before the teacher. The unit is learnt through different angles in addition to the teacher's one.

3) Staff Academy—Students are invited to attend the Staff Academy programmes where the discussions on academic issues enlighten the students and also put additions to their knowledge.

4) Foundation Courses—Major student stuff to our college is from surrounding rural area, students are weak in many aspects. Foundation courses in various disciplines are run intending to strengthen their basic knowledge and skills. Lectures, discussions on various concerned topics are held in these Foundation Courses.

5) Guest Lectures/ Inter-College Links- Lecturers from local colleges are invited to deliver their speeches on the different topics or the subjects. This change adds new dimensions to the learning process.

6) Extension Services are availed of

7) Study Tours are arranged for some Disciplines—Commerce and Corporate students visit industrial units, production units. History students tour to historical places.

8) Interdisciplinary Approach / Team Teaching Programme- Teachers from other departments deliver lectures on the topics coming under other disciplines. Varieties of approaches are learnt by students.

9) On the Spot Evaluation—During the classroom teaching, the teacher tests and tries to evaluate his students by asking him questions on the taught and the general units suddenly (abruptly) and gives his impressions to the students. Sometimes the teacher asks the student to teach a certain unit. Sometimes the teacher asks his students to interrogate the teacher.

For Re-accreditation:

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

We are of the opinion that particularly teaching, learning and evaluation should be at the center of every academic body, the other faculties keeping apart. Previously, we are proud to say that the practices followed by us were appreciated by the NAAC Peer Team, by which our zeal and enthusiasm are boosted. So, we have been stressing those points in addition to them, we have included other significant approaches for more effective impact of teaching, learning and evaluation. We have started at the very admission time giving a more detailed academic

calendar. We have enriched these processes by increasing our extra-remedial classes, revision classes and we have extended the library hours. The motivation from the management to go for higher studies, research work has surely resulted in the teachers' getting their S.E.T., N.E.T., M.Phil. and Ph.D. degrees—the acquired knowledge percolates into the student community. We have increased the number of home tests and home-exams

As suggested by the honorable Peer Team members before, we have made available both to our staff and students the internet facility which has surely strengthened the teaching, learning and evaluation processes. Fortunately, U.G.C. has sanctioned us grants for U.G.C. Network Resource Centre, which is proving very beneficial for the updation of knowledge.

We have started a Career Guidance Cell, classes for Competitive Examinations along with classes for NET /SET and M.P.S.C. exams are run by our young and experienced teachers. We have been using OHP and LCD projector facility whenever needed. We believe in one-to-one correspondence as regards the teacher and the student relationship is concerned which creates moral impression and closeness to the student by which the students feel free while asking his difficulties.

As regards the evaluation process, we have added 'On the Spot Evaluation System'—the teacher suddenly asks questions and tests the students' preparation. Now we have started following the Open Book System, learners are allowed to write answers by referring the books.

Question-Answer method and Quiz Competition method are also adopted by the teacher in the classroom. The teacher devotedly performs his duties of imparting knowledge and information to the students.

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

We are continuously working hard to sustain and enhance quality. We are taking new and newer measures. Our Management, being highly educated, is interested in and motivates for academic progress. We allow our staff to attend as many conferences and seminars as possible. Intentionally moral values are stressed during the teaching periods to increase students' concentration and bring positive change in behaviour. We focus more and accordingly mould the University syllabus so that a utilitarian relationship is established between life experiences and teaching units.

The Placement Center established in our college encourages and assures the students of job opportunities which makes him work for academic progress.

To make learning more effective, additional library references are given to the students by the teacher.

Special lectures and academic events are being conducted with eminent scholars and retired Professors of this College.