



**Dr.SIVANTHI ADITANAR  
COLLEGE OF EDUCATION  
Tiruchendur – 628 215  
Tamil Nadu**

(Affiliated to Tamil Nadu Teachers Education University, Chennai)



e-mail: [drsace.edu@gmail.com](mailto:drsace.edu@gmail.com)

Phone: +91 4639 242181

web : [www.drsacedn.in](http://www.drsacedn.in)

Fax: +91 4639 245784



**Re-Accreditation Report (RAR)  
(Cycle 2)**

**POST ACCREDITATION INITIATIVES**

**Submitted to**

**National Assessment and Accreditation Council,  
(NAAC)**

**Bangalore – 560 072**

**JANUARY - 2016**



STD : 04639  
OFF : 242181  
RES : 243250  
Mobile : 94863 81123

## **Dr. SIVANTHI ADITANAR COLLEGE OF EDUCATION**

(Accredited with 'B' Grade by NAAC 2008)

TIRUNELVELI ROAD, TIRUCHENDUR - 628 215, THOOTHUKUDI DT, TAMILNADU.  
(CO - EDUCATION)

Estd. 1995

Website : [www.drsacedn.in](http://www.drsacedn.in)

E-mail : [drsace@aei.edu.in](mailto:drsace@aei.edu.in)

(Approved by the Government of Tamilnadu and NCTE, Delhi and affiliated to  
Tamilnadu Teachers Education University, Chennai)

**Dr. P.SWAMYDHAS** M.Sc., M.Phil (Zoo), M.Ed., M.Phil (Edn.), D.C.H.I., Ph.D (Edn.)

Principal

Date : .....

Ref: SACE/ F- NAAC / 07 / 2016

DATE: 07.01.2016

To

The Director,  
National Assessment and Accreditation Council,  
P.o. Box. NO.1075.  
Nagarbhavi,  
Opp. National law school,  
Bangalore - 560 072.

Sir,

Sub: Submission of needful documents - reg.  
Ref: NAAC/MSS-SR/TBCOTE13597/2<sup>nd</sup> Cycle dt.28<sup>th</sup> Dec.2015.

**Greetings from Dr. Sivanthi Aditanar College of Education, Tiruchendur**

We are much thankful for acknowledging our SSR Report as well as demand draft sent.  
Further, as per your direction, we send the following documents.

1. Post Accreditation Initiatives (5 copies)
2. Undertaking form for Mandatory Compliance for Assessment & Accreditation along with office seal.
3. AQAR for the academic year 2012-13 & 2014-15.

We request you to acknowledge the same.

Thanking you,

Yours faithfully,

*[Signature]*  
07/01/16



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RES : 243250  
Mobile : 94863 81123

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**Dr. P.SWAMYDHAS** M.Sc., M.Phil (Zoo), M.Ed., M.Phil (Edn), D.C.H.I., Ph.D (Edn.)

Principal

Date : .....

Ref: SACE/ F- NAAC / 06 / 2016

DATE: 07.01.2016

To

The Director,  
National Assessment and Accreditation Council,  
P.o. Box. NO.1075.  
Nagarbhavi,  
Opp. National law school,  
Bangalore – 560 072.

Sir,

We have initiated the following programs as Post Accreditation Initiatives. The following supportive documents are attached for the same.

1. B.Ed. (2 Unit) - 2 years – NCTE order
2. M.Ed. (1 Unit) – 2 years – NCTE order
3. Commerce Education – TNTEU order
4. Research Program – M.Phil. course
5. Village Adoption scheme – Gandhipuram
6. Del Net Connectivity
7. Collaborative Publications – abroad.

Thanking you,

Yours faithfully,

*Adithyan*  
07/01/16



# **POST ACCREDITATION INITIATIVES**



# **POST ACCREDITATION INITIATIVES**

## **Appendices**

- 1. B.Ed ( 2 units)2 Years - NCTE Order**
- 2. M.Ed ( 1 unit) - 2 Years – NCTE Order**
- 3. Commerce Education TNTEU order**
- 4. Research Program – M. Phil Course**
- 5. Village adoption scheme**
- 6. Delnet connectivity**
- 7. Collaborative Publications – abroad**



# **APPENDICES**

**B.ED ( 2 UNITS)2 YEARS**

**- NCTE ORDER**



F.SRO/NCTE/AOS00102/B.Ed/TN/2014-15/64681

Date: 14/05/2015

**TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4**

**ORDER**

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution Dr. Sivanthi Aditanar College of Education, Tirunelveli Road, Tiruchendur – 628215, Tamilnadu has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed which require additional facilities.

3. AND WHEREAS, on scrutiny it is found that the institution has not maintained/revalidated the Fixed Deposited Receipts towards Endowment and Reserve Funds.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- I. The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.
- II. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- IV. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. NOW THEREFORE, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Dr. Sivanthi Aditanar College of Education, Tirunelveli Road, Tiruchendur – 628215, Tamilnadu for conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16 subject to submission of revalidated FDRs of the enhanced value in joint account with the SRC before 30 June, 2015 and fulfilment of the conditions mentioned at II & III herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

Contd....2



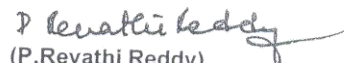
7. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

  
(P.Revathi Reddy)  
Regional Director

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

To:

The Principal,  
Dr. Sivanthi Aditanar College of Education,  
Tirunelveli Road,  
Tiruchendur – 628215,  
Tamilnadu .

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary, In-charge of Higher Education, Government of Tamilnadu, Chennai, TN.
3. The Director, (Collegiate Education) Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Tamilnadu Teacher Education University, Chennai, Tamilnadu.
5. The Correspondent Dr. Sivanthi Aditanar College of Education, Tirunelveli Road, Tiruchendur – 628215, Tamilnadu.
6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.
7. Office Order file/Institution file.





# **APPENDICES**

**M.ED ( 1 UNIT) - 2 YEARS**

**- NCTE ORDER**



राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)

दक्षिण क्षेत्रीय समिति



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

F.SRO/NCTE/APS04775/M.Ed/TN/2015/ 65473

Date: 25/5/2015

**TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4**

**ORDER**

29.5.15

**WHEREAS**, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

**2. AND WHEREAS**, the institution, **Dr. Sivanthi Aditanar College of Education, Tirunelveli Road, Tiruchendur, Thoothukudi District-628215, Tamilnadu** has by affidavit consented to come under New Regulations and sought for one unit in **M.Ed**, which requires additional facilities

**3. AND WHEREAS**, on scrutiny it is found that the institution has not maintained/revalidated the fixed deposit receipts towards Endowment and Reserve Funds.

**4. AND WHEREAS**, it has been decided to permit the institution an intake of one unit of 50 students subject to the institution fulfilling following conditions namely,

- I. The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.
- II. The institution shall create additional facilities that include (a) additional infrastructure, (b) additional funds, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved staff list in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- IV. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

**5. Now therefore**, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to **Dr. Sivanthi Aditanar College of Education, Tirunelveli Road, Tiruchendur, Thoothukudi District-628215, Tamilnadu** for conducting **M.Ed** programme of two years duration with an annual intake of 50 students (one unit) from the academic session 2015-16 subject to submission of revalidated FDRs of the enhanced value in joint account with the SRC before 30 June, 2015 and fulfilment of the conditions mentioned at II & III herein before 31.10.2015

**6. Further**, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

**7. The institution** shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

Cont....2

ज्ञान भारती कैम्पस रोड, नागरभावी,  
सामने नेशनल लॉ स्कूल, बेंगलूर - ५६० ०७२  
Phone : 080-23185669/70/72 Fax : 080-23185673

Jnana Bharathi Campus Road, Opp. National Law School,  
Nagarabhavi, Bangalore - 560 072.  
E-mail : srcr@ncte-india.org / srcncte2012@gmail.com  
Website : http://www.srcncte.in

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution: ✓
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter.
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.
- l) If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

*P. Revathi Reddy*  
(P.Revathi Reddy)  
Regional Director

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

To

**The Principal,  
Dr. Sivanthi Aditanar College of Education,  
Tirunelveli Road, Tiruchendur,  
Thoothukudi District-628215,  
Tamilnadu**

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary, Incharge of Higher Education, Government of Tamilnadu, Chennai, TN.
3. The Director, (Collegiate Education) Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Tamilnadu Teacher Education University, Chennai, Tamilnadu
5. The Correspondent, **Dr. Sivanthi Aditanar College of Education, Tirunelveli Road, Tiruchendur, Thoothukudi District-628215, Tamilnadu.**
6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.
7. Office Order file/Institution file.



# APPENDICES

COMMERCE EDUCATION

TNTEU ORDER







தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(State University - Established under Government of Tamil Nadu Act 33 of 2008)

No.TNTEU/RAffn/Addl.Sub/2012/976

Date: 26.10.2012.

Dr. A. R. VEERAMANI,

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

Registrar

To

The Principal,

Dr. Sivanthi Aditanar college of Education, (College Code: 12603)

Tiruchendur- 628 215,

Tuticorin District.

Sir/Madam,

**Sub:** B.Ed. Degree Course – Request for Provisional affiliation to offer new optional subject 'Commerce' from the academic year 2012-2013 - Granted - Orders issued - Reg.

**Ref:** Your letter dated 28.11.2011.

I am by direction, to inform you that the Syndicate of the University, at its meeting held on 10.10.2012 has considered your above request, and resolved that "Dr. Sivanthi Aditanar college of Education, Perambalur District" be permitted to offer new optional subject 'Commerce' in B.Ed degree course from the academic year 2012-2013.

[P.T.O]

*Handwritten signature and date: 20/10/12*



Accordingly, provisional affiliation is granted to **Dr. Sivanthi Aditanar college of Education, Tiruchendur- 628 215, Tuticorin District (College Code: 12603)** to offer new optional subject '**Commerce**' in B.Ed. Degree Course from the academic year 2012-2013 subject to the usual conditions of the affiliation.

This affiliation order is issued subject to the condition that the candidates admitted should earn the required attendance and progress to appear for the University Examinations in May/June 2013.

Kindly acknowledge the receipt.

Yours faithfully,

  
REGISTRAR

Copy to:

1. The Controller of Examinations.
2. Eligibility Section.

51 21 08  
18F



# **APPENDICES**

**RESEARCH PROGRAM -**

**M.PHIL COURSE**





தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

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

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

No. TNTEU/R/Fresh Affln. M.Phil./Inspn/2015/1163

Date: 06.07.2015

Dr.S.KALAICHELVAN,

M.Sc., M.Ed., M.Phil (Phy.), M.Phil (Edu.), Ph.D.

REGISTRAR

To

1. Dr.N.Ramakrishnan,  
Professor in Education,  
Department of Educational Technology,  
Tamil Nadu Teachers Education University,  
Lady Willingdon College Campus, Kamarajar  
Salai, Chennai.  
Mobile: 9443570175

Convener

2. Dr.A.Magalingam,  
Assistant Professor,  
Department of Pedagogical Sciences,  
Tamil Nadu Teachers Education University,  
Lady Willingdon College Campus,  
Kamarajar Salai, Triplicane,  
Chennai - 600 005

Member

Sir,

**Sub:** Fresh Provisional Affiliation for M.Phil Degree Course – Dr.Sivanthi  
Aditanar College of Education, Tuticorin District (CC: 12603) -  
Appointment of Inspection Commission - Reg.

**Ref:** 1. Orders of the Vice-Chancellor dated 03.07.2015.

\*\*\*\*\*

I am by direction, to inform you that you have been appointed as Convener / Member of the Inspection Commission to inspect and report on the infrastructural facilities made available viz., land, permanent building, classrooms, furniture, laboratory, library etc. and qualified staff appointed by the Management in the **Dr. Sivanthi Aditanar college of Education, Tiruchendur, Tuticorin District - 628 215 (College Code - 12603)** to consider their request for grant of fresh provisional affiliation to offer **M.Phil degree course** from the academic year 2015-2016.

The National Council for Teacher Education, Southern Regional Committee, Bangalore has requested the Tamil Nadu Teachers Education University to assess and monitor the Teachers Education institutions in the Tamil Nadu which have completed three years of affiliation to ensure whether they have constructed their own building in their own premises with adequate facilities or still continuing in the temporary premises/temporary building.





I request the Inspection Commission to peruse all the required documents and the facilities created by the college and include the same in the Inspection Report. Please also ensure that no column in the inspection report should be left blank. The commission may kindly verify the original document of land, Building, building stability document etc., and obtain notarized copies and forward along with the Inspection report. The Commission is requested to give its report in the format enclosed herewith after thorough verification of the documents indicated in checklist. The Inspection Commission is requested to ensure that all the documents required in the checklist are provided by the College.

The Inspection Commission should also verify whether the college has constructed their own building in their own/permanent premises. Documentary evidence including Building Plan approved by the Corporation/ Municipality/ Town Panchayat should be enclosed along with the inspection report.

It may please be noted that the report of the member(s) should be consolidated by the Convener, duly signed by the members of the Inspection Commission and forwarded to the **Registrar, Tamil Nadu Teachers Education University, Chennai** (by name) **on or before 08.07.2015**. Enclosures relating to the Inspection commission should also be forwarded along with the Report.

The Convener of the Inspection Commission is requested to fix the date of Inspection in consultation with the Management and the other member of the Commission well in advance, and proceed with the inspection.

Each member of the Commission will be paid Honorarium of Rs. 1000/- plus TA @ 1¼ First class Railway Fare To and Fro and DA of Rs. 200/- (outstation) Rs. 80/- (Local) for the day of inspection.

I request you to kindly proceed with the assignment and in the event of any difficulty or inconvenience you may kindly intimate to the University.

Yours faithfully,

  
REGISTRAR

**Enclosure (s) to the Commission Members:**

1. Claim Forms for Honorarium.
2. Format of Inspection Report.

**Copy to:**

1. Finance Section
2. The Correspondent, **Dr. Sivanthi Aditanar college of Education, Tiruchendur, Tuticorin District - 628 215 (CC - 12603)** (Checklist enclosed).

With a request to provide necessary facilities and required particulars to the commission at the time of inspection. The Management of the College is hereby advised that adequate care should be taken to satisfy all the requirements as stipulated in the Checklist. Failure to meet the requirements or deficiency, if any on the part of the Management, pointed out by the commission would attract appropriate action as per the official procedure.



# APPENDICES



VILLAGE ADOPTION SCHEME



STD : 04639  
OFF : 242181  
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Mobile : 94863 81123

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Tamilnadu Teachers Education University, Chennai)

**Dr. P.SWAMYDHAS** M.Sc., M.Phil (Zoo), M.Ed., M.Phil (Edn.), D.C.H.I., Ph.D (Edn.)

**Principal**

Date : .....

Ref: SACE/F-NAAC/ 5/2016

05/01/2016

To

Village Chairman,  
Gandhipuram Village,  
Tirunelveli Main Road,  
Tiruchendur Taluk,  
Thoothukudi District.

Sir,

We have village adoption scheme by which the following activities are done in the  
Gandhipuram Village, Tirunelveli Road, Tiruchendur Taluk, Thoothukudi District, Tamilnadu,  
Pin Code : 628 215.

1. Mass literacy campaign
2. Clean India campaign
3. Education Awareness program
4. Personal hygiene
5. Plantation sapling

Thanking you,

சுப்பிரமணியம்  
பிரதீபன்  
சுப்பிரமணியம்

Yours faithfully,

*[Signature]*  
05/01/16



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## Dr. SIVANTHI ADITANAR COLLEGE OF EDUCATION

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Estd. 1995

Website : www.drsacedn.in

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(Approved by the Government of Tamilnadu and NCTE, Delhi and affiliated to  
Tamilnadu Teachers Education University, Chennai)

Dr. P.SWAMYDHAS M.Sc., M.Phil (Zoo), M.Ed., M.Phil (Edn.), D.C.H.I., Ph.D (Edn.)

Principal

Date : .....

Ref:SACE/F-NAAC/2014

14/12/2010

பெறுநர்

உயர்த்திரு ஊர் தலைவர் அவர்கள்  
காந்திபுரம் கிராமம்  
திருநெல்வேலி மெயின் ரோடு  
திருசெந்தூர் தாலுகா  
தூத்துக்குடி மாவட்டம்

ஐயா,

கிராம தத்தெடுப்பு என்ற திட்டத்தினை எங்கள் கல்வி நிறுவனம்  
மேற்கொண்டு வருகிறது. இத்திட்டத்தின்படி உங்கள் ஊரின் கல்வி  
வளர்ச்சிக்காகவும் சுகாதார முறைகளுக்காகவும் பின்வரும் பணிகளை  
மேற்கொண்டுள்ளது.

1. எழுத்தறிவு இயக்கம் (Mass literacy campaign)
2. தூய்மை இந்தியா (Clean India campaign)
3. கல்வி விழிப்புணர்வு (Education Awareness program)
4. தனிநபர் சுகாதார நிகழ்வு (Personal hygiene)
5. மரம் நடுதல் (Plantation sapling)

நன்றி

*(Signature)*  
முதல்வர்  
14/12/10

திரு. சிவந்தி

31-ஆம் செப்டம்பர்.

தலைவர், திருச்சி.





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OFF : 242181  
RES : 243250  
Mobile : 94863 81123

## Dr. SIVANTHI ADITANAR COLLEGE OF EDUCATION

(Accredited with 'B' Grade by NAAC 2008)

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Dr. P.SWAMYDHAS M.Sc., M.Phil (Zoo), M.Ed., M.Phil (Edn.), D.C.H.I., Ph.D (Edn.)

Principal

Date : .....

Ref:SACE/F-NAAC/5/2014

13/12/2011

பெறுநர்


உயர்த்தி ஊர் தலைவர் அவர்கள்  
காந்திபுரம் கிராமம்  
திருநெல்வேலி மெயின் ரோடு  
திருசெந்தூர் தாலுகா  
தாத்துக்குடி மாவட்டம்

ஐயா,

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5. மரம் நடுதல் (Plantation sapling)

நன்றி

  
முதல்வர் 13/12/11

சுப்படி

நா. சந்திரன் உன்

7வம், சந்திரன்



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Principal

Date : .....

Ref:SACE/F-NAAC/5/2014

18/12/2012

பெறுநர்

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நன்றி

*[Handwritten Signature]*  
முதல்வர் 18/12/12

தயவுசெய்து

37. சூர்யசென் உன்

சுன் உன், சூர்யசென்



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பெற்றநர்

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நன்றி

*[Signature]*  
முதல்வர் 18/12/13

த ப் ப டு க் க  
31-சூன் 2013  
தலைவர், காந்தி புரம்



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பெற்றந்

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நன்றி

*[Signature]*  
முதல்வர்  
17/12/14

தயவுசெய்து,

Dr. சந்திர செல்வன்.

தலைவர், திருச்சூர்.





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Ref:SACE/F-NAAC/5/2014

05/01/2016

பெறுநர்

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நன்றி

  
முதல்வர் 05/01/16

தயவுசெய்து  
நா. சுந்தர் ரெண்டன்.  
நா. சுந்தர் ரெண்டன்.

நாள்: 13.12.2011

### சான்றிதழ்

எங்கள் ஊர் காந்திபுரம் கிராமம் திருநெல்வேலி ரோடு திருசெந்தூர் தாலுகா. எங்கள் ஊர் நல வளர்ச்சிக்காக டாக்டர் சிவந்தி ஆதித்தனார் கல்வியியல் கல்லூரியானது கல்வி சமூக வளர்ச்சி என்ற திட்டத்தின் அடிப்படையில் பல்வேறு பயனுடைய செயல்பாடுகளை நடைமுறைப்படுத்தி எங்களுடைய கிராமத்தின் வளர்ச்சிக்காக அயராது பாடுபட்டு வருகிறது. இது பாராட்டுக்குரியது.

நன்றி.

இப்படிக்கு  
ஊர் தலைவர்  
காந்திபுரம் கிராமம்

ந. சந்திரசெகர்.

நாள்: 18.12.2012

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காந்திபுரம் கிராமம்

30.12.2013



நாள்: 17.12.2014

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நாள்: 05.01.2016

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**GOVERNMENT PRIMARY SCHOOL**

**GANDHIPURAM**

**Tiruchendur**

DATE:13/12/2011

**CERTIFICATE**

This is to certificate that our school **GOVERNMENT PANCHAYAT UNION  
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# **APPENDICES**

## **DELNET CONNECTIVITY**





## DELNET

Developing Library Network

Nelson Mandela Road, Vasant Kunj, New Delhi - 110070

### Form of Application for Membership under Rule 4 (c)

To

The Director,  
DELNET  
JNU Campus, Nelson Mandela Road, Vasant Kunj, New Delhi-110070  
New Delhi - 110070

Sir,

We hereby apply for membership of DELNET. Given below are the requisite particulars about our Institution.

We agree to abide by the Memorandum of Association and Rules of DELNET. We also undertake to pay such Annual Subscription, Admission Fee and Inter Library Loan (ILL) Fee as may be required under the Rules in force and which may be framed from time to time.

Yours faithfully,

Signature

**PRINCIPAL**  
**Dr. SIVANTHI ADITANAR**  
**COLLEGE OF EDUCATION**  
**TIRUCHENDUR**

Encl:

1. MOU
2. DD./ Photocopy of Electronic Transfer Bank Receipt.....

Date :

Head Name: Dr. P. Swamydhas

Designation: Principal

#### PARTICULARS OF THE APPLICANT

1. Name of the Organisation  
(in block letters) Dr. Sivanthi Aditanar College of Education  
Dr. SIVANTHI ADITANAR COLLEGE OF EDUCATION
2. Full Address with Postal Code Tiruchelveli Road, Tiruchendur.  
Tuticorin DIST - 628215
3. Name and Designation of the Head  
of the Organisation (in block letters)  
with Nationality (Director/Principal/etc.) Dr. P. Swamydhas,  
Principal
4. Address of the Head of the Institution (a) Office Tiruchelveli Road,  
Tiruchendur - 628215  
04639  
Phone 242181 Mobile: 9486381123  
04639  
Fax 245784 Email drsacedn.edu.in  
Web Address: www.drsacedn.in
5. Date of Establishment 20.8.1995
6. Nature of the Organisation  
(Brief Particulars of Activities) Self financing College.
7. Name of Chairman, Managing Director and Members  
of Board of Directors/Governing Body Dr. V. Gopalakrishnan,  
Secretary, Aditanar Educational  
Institution,



8. Particulars of the Library Head

Name : S. Soubakumari, MLIS, MPhil, PhD  
Designation : Librarian  
Phone : \_\_\_\_\_ Mobile: 8681924558  
Fax : \_\_\_\_\_ Email: Soubakumari@gmail.com

9. Library Collection

(a) Number of books 8873  
(b) Number of Print-Journals subscribed 42  
(c) Number of E-Journals subscribed -  
(d) Any other online databases subscribed -  
Please list \_\_\_\_\_

10. Library Staff

(a) Number of professional staff with  
(i) Degree in Library Science \_\_\_\_\_  
(ii) Diploma/Degree in Computer Applications \_\_\_\_\_  
(b) Number of non-professional staff 1

11. Number of Library users 140

12. Computer Hardware Available in the Library Printer, Scanner.

13. Name of the Library Software Being Used Lib Sys

14. Please note that DELNET can also be contacted for the following:

- (a) Library Management Software
- (b) Proceeding of the National Convention on Library and Information Networking (NACLIN)
- ☒ (c) Publications
- (d) Training Programmes for staff
- (e) Knowledge Centre Activities
- (f) Consortia for Subscription to e-Journals/e-Books
- (g) Consultancy from DELNET for Modernisation of our Library

FOR OFFICE USE ONLY

Admitted on : \_\_\_\_\_ Membership No.: \_\_\_\_\_

Receipt No. : \_\_\_\_\_ Receipt Date : \_\_\_\_\_

DELNET MOU (IM 11:2015)

*This Agreement* is made on the \_\_\_\_\_ day of \_\_\_\_\_ 2015  
between DELNET-Developing Library Network, JNU Campus, Nelson Mandela Road, Vasant Kunj,  
New Delhi-110070 (hereinafter referred to as DELNET) and \_\_\_\_\_

\_\_\_\_\_  
(with full address)

(Hereinafter referred to as the 'Institutional Member')

*Whereas DELNET* has agreed to grant non-exclusive license to the Institutional Member to use DELNET's Archives and Services, Union Catalogues and other databases online, provide technical guidance in database creation and networking and deliver to the Institutional Member from time to time any computer programmes and to grant a non-exclusive license to use such programmes and their associated documents on the terms and conditions hereinafter contained:

*Whereas* the Institutional Member has its library located at Trouchenpur and has agreed to become a member of DELNET to use DELNET archives and services at this location only and promote and share its library resources with other institutional members of DELNET:

Now it is hereby agreed as follows:

**The Institutional Member shall:**


1. Use the DELNET databases for furthering its own research programmes and providing information to its users and Institutional Members of DELNET.
2. Use the software arranged by or through DELNET, if desired by the Institutional Member, on the machine owned by the Institutional Member at the above location.
3. Create records using international standards as adopted by DELNET from time to time (DELNET is recommending the creation of records using MARC, AACR II, the Library of Congress Subject Headings List and specialised thesauri, but libraries that have used other standards can still join DELNET and upgrade their records in due course of time).
4. Contribute the records of all items created by the Institutional Member to the Central Union Catalogues, Union Lists, etc. maintained by DELNET. The copyright of records created by the Institutional Member in its own machine will rest in the Institutional Member, but the copyright of the Central Union Catalogues shall rest in DELNET.
5. Pay an initial registration fee of Rs.5,000/- to DELNET.
6. Pay Annual Membership Fee to DELNET for the use of its online resources and services at rates set by DELNET annually in advance on or before 1<sup>st</sup> April or the date of expiry of membership. (If membership dues for the applicable membership year are not received on or before the date of expiry of the current membership, a grace period of one month will be given, after which services will be temporarily suspended. The services will be started immediately after the receipt of annual payment within the following year. If the annual membership fee is not paid within one year of the date of expiry, the membership will stand cancelled. If the institution wants to use DELNET services again, the institutions will have to apply afresh and pay admission fee and annual membership fee payable by an Institutional Member at present is Rs.11,500/-).
7. Pay all fees charges within thirty days from the date of DELNET invoice. The Institutional Member shall pay interest on all amounts not paid on the due date at the rate of 10% from the date of invoice to the date of payment.

The Institutional Member shall not:

1. Use the DELNET Union Catalogues, Union Lists and other databases for any commercial purpose. The Institutional Member shall not rent, sell or license the use of or deliver or release or otherwise part with the possession of the systems/materials/software or the DELNET Union Catalogues, Union Lists and databases or any part thereof to any third person.
2. Allow the use of the software/materials/database by any other person other than its own bonafide members of its library or information centre at the above location.

It is further agreed that:

1. DELNET will not accept records in the Central Union Catalogues that do not have the essential fields as prescribed by DELNET or those that contain typographical and factual mistakes. The Institutional Member has agreed to create records of DELNET standard.
2. The Institutional Member will have qualified manpower, a suitable computer and Internet access in their Library for the use of DELNET databases and services.
3. All charges towards telecommunication, stationary, etc. arising out of the use of DELNET databases and services by the Institutional Members will be borne by the Institutional Member.
4. The Institutional Member shall not be entitled to assign, sub-license or otherwise transfer the license whether in whole or in part to any other user.
5. If the Institutional Member located outside Delhi wants to invite DELNET staff to its institution for consultation or imparting training, the Institutional Member shall pay TA/DA to the DELNET staff as per DELNET norms.
6. If the Institutional Member does not create standard records, cooperate with other Institutional Members of DELNET in exchanging information, DELNET shall terminate the contract with a month's notice to the Institutional Member.
7. This contract may also be terminated by immediate notice in writing if DELNET or the Institutional Member has been responsible for a breach of its obligations and terms of this agreement. In such a case, the Institutional Member shall stop the use of the DELNET system facilities and databases with immediate effect and return any software/hardware provided by or through DELNET back to DELNET. All disputes between the parties shall be settled by negotiation.

  
Applicant's Signature

Dr. P. Swamydas  
Name

Principal  
(Designation)

Dr. Sivamthi Adithanar College of Education  
(Name of the Institution)

(Official Seal)

Tiruchendur  
Place

(Signature)

Dr. H.K. Kaul

Director

DELNET, New Delhi

(Official Seal)

New Delhi

### Membership Fee

DELNET at present has 5331 libraries as its members, of which 251 libraries are in Delhi, 5056 outside Delhi in 33 States and Union Territories and 24 in overseas countries. Libraries interested in joining DELNET should apply on a prescribed form. The fees for membership are kept very low. At present the rates are as follows:

#### **INDIA and Other SAARC Countries**

Admission fee (one-time)	Rs.5,000/-
Institutional Membership Fee(Mandatory)	Rs.11,500/-per annum

For New Membership -- Amount to be Paid Rs. 16,500/- ( Admission Fee + Institutional Membership Fee )

For Renewal of Membership -- Amount to be Paid Rs. 11,500/-

#### **Non-SAARC Countries**

Admission fee (one-time)	U.S.\$ 100/-
Institutional Membership Fee	U.S.\$ 500/-per annum

### Photocopying/Courier/Postal Charges

ILL Online (for members in Delhi). Actual photocopying charges, if any, and courier/postal charges for books procured from outside Delhi will be extra.

ILL Online (for members outside Delhi) Actual photocopying charges, and courier charges will be extra

All Drafts/Cheque should be made in favour of DELNET, payable at New Delhi.



For more information contact:

**Dr. H.K.Kaul**

*Director, Delnet*

*J.N.U Campus, Nelson Mandela Road, Vasant Kunj*

*New Delhi - 110070*

*New Telephone No. : (011)-26742222, 26741266, 26741232, 26741246,  
26741305*

*Director Tel. No.: (011)-26741111*

*Fax : (011)-26741122*

*E-mail: hkkaul[at]gmail[dot]com*

*director[at]delnet[dot]ren[dot]nic[dot]in*





# **APPENDICES**

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—

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# International Journal of Modern Education Forum

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IJMEF

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Volume 2, Issue 4 November 2013

[www.ijmef.org](http://www.ijmef.org)

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Website: [www.seipub.org](http://www.seipub.org)

Contact Email: [ijmef@seipub.org](mailto:ijmef@seipub.org)

Single Issue Price: \$100

Tel: 1-812-230-4820

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## TABLE OF CONTENTS

Volume 2 Issue 4

November 2013

### **Possibilities of Implementing Practical Teaching in Distance Education**

Jiří Toman, Ing. Petr Michalik.....77

### **A Comparative Study of Methodologies of Teaching Web Technologies to Prospective Teachers in India and Latvia**

Ramar Hariharan, Jelena Zašcerinska, Pon Swamydhas.....84

### **Theorizing Teaching – Teaching as an Emotional Dimension**

Shiyun Wang, Pengju Zhu.....92

### **Subject Service Practices in Sichuan Agricultural University: based on Survey of Users' Crisis**

Tan Jing, Huang Ying Guo, Ren Yong Kuan.....97

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ISSN Print: 2324-6928    ISSN Online: 2324-6944

Website: [www.ijmef.org](http://www.ijmef.org)

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# A Comparative Study of Methodologies of Teaching Web Technologies to Prospective Teachers in India and Latvia

Ramar Hariharan<sup>\*1</sup>, Jelena Zašcerinska<sup>2</sup>, Pon Swamydhas<sup>3</sup>

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## Abstract

Education and training are the key factors to maintain and improve the efficiency of use of Web technologies in a variety of life situations. In education and training, teachers are the key actors for the enrichment of learners' use of Web technologies. To support learners' use of Web technologies, teachers themselves have to be able to use Web technologies. However, methodologies of teaching Web technologies to prospective teachers are different in India and Latvia. The aim of the present research is to analyze the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia underpinning elaboration of a hypothesis on teaching Web technologies to prospective teachers. The meaning of the key concepts of *Web technologies* and *methodology* was studied. Exploratory research has been used. The empirical studies were conducted at Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamilnadu, India, and Faculty of Pedagogy, Psychology and Art of the University of Latvia, Riga, Latvia, in 2012-2013. Statistical analysis of the dependent samples in each group was implemented for secondary data analysis. The research findings allowed drawing the conclusions on the effectiveness of two different methodologies applied to teaching Web technologies to prospective teachers in India and Latvia. The hypothesis has been formulated.

## Keywords

*Methodology; Web Technologies; Prospective Teachers; Comparative Study; Exploratory Research*

## Introduction

Looking to the 2030 horizon, a highly competitive and sustainable social market economy will be needed in order to maintain social cohesion (European Council, 2010).

Education and training are the key factors to achieve this aim. But for now, the 2030 horizon requires teacher training reform in order to facilitate teachers'

creation of new products, new patents, new entrepreneurial activities and new jobs as prospective teachers succeed harder to find a job in the light of enormous socio-economic and unprecedented demographic challenges. Therefore, innovative teacher training should teach how to turn challenges into advantages, thereby producing innovative products and services of the highest quality and improving their competitiveness.

Teachers' innovativeness and competitiveness more and more depend on their use of Web technologies. A lot of research efforts were made to investigate teachers' use of Web technologies in the classroom. These studies have highlighted how ICTs reconfigure classroom practice, create new variety of learning practices, change teachers' and students' role or improve students' engagement and outcomes, among others (Crook, Park, Lawson, Lundqvist, Drinkwater, Walsh, 2010). However, little attention has been given to the analysis of teaching Web technologies to prospective teachers.

Such a lacuna has to be filled in as teachers and, consequently, prospective teachers have a two-fold role:

- in society, teachers are the agents of change and,
- in education and training, teachers are the key actors for the enrichment of learners' use of Web technologies.

The research question is: how Web technologies are taught to prospective teachers in India and Latvia?

The aim of the research is to analyze the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia

underpinning elaboration of a hypothesis on teaching Web technologies to prospective teachers.

The meaning of the key concepts of *Web technologies* and *methodology* was studied. Moreover, the analysis demonstrated a potential model for development, indicating how the steps of the process are related following a logical chain: Web technologies → methodology of teaching Web technologies to prospective teachers → empirical studies within multicultural environments.

The present research employs comparative study as a qualitative research design (Flick, 2004). The exploratory type of the comparative study has been applied (Phillips, 2006). The exploratory type of the comparative study aims to generate new hypotheses and questions (Phillips, 2006). The exploratory methodology proceeds as follows (Phillips, 2006):

- 'conceptualisation' in Phase 1,
- detailed description of educational phenomena in the countries to be investigated, with full attention paid to the local context in terms of its historical, geographical, cultural, political, religious, and linguistic (etc.) features in Phase 2,
- the data collection in Phase 3,
- explanation through the development of hypotheses in Phase 4,
- re-consideration of the initial questions and application of the findings to other situations in Phase 5.

The significant contribution of this paper is the implementation of teaching Web technologies to prospective teachers elaborated in the hypothesis of the present research.

Our target population to generalize the methodology of teaching Web technologies is prospective teachers, by which teachers in teacher pre-service training are meant.

Our empirical results obtained at Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamilnadu, India, and Faculty of Pedagogy, Psychology and Art of the University of Latvia, Riga, Latvia, in 2012-2013 showed the effectiveness of the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia.

The remaining part of this paper is organized as follows: Section 2 introduces Web technologies and the methodologies of teaching Web technologies to

prospective teachers in India and Latvia. The associated results of empirical studies will be presented in Section 3. Finally, some concluding remarks are provided in Section 4 followed by a short outlook on interesting topics for further work.

## Theoretical Framework

The present part of the paper provides the definition of *Web technologies* and comparison of the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia.

Web technologies are not static, but constantly developed. The short overview of the historical development of Web technologies is given in Figure 1.

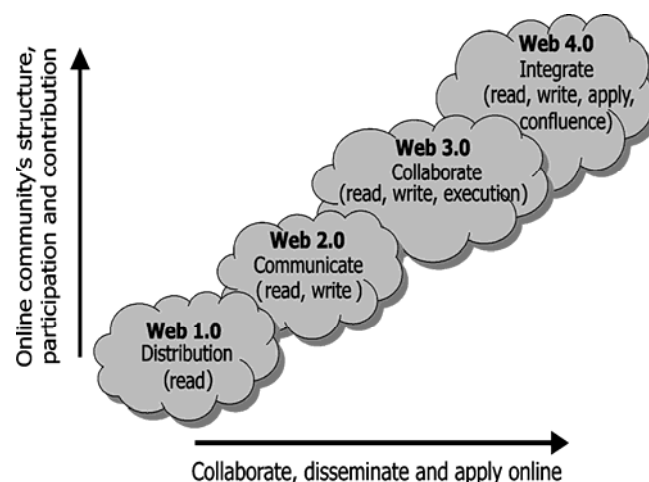


FIG 1. WEB 2.0 AND BEYOND

The evolution of the Internet and Web applications has recently reached its next step called Web 3.0 technology.

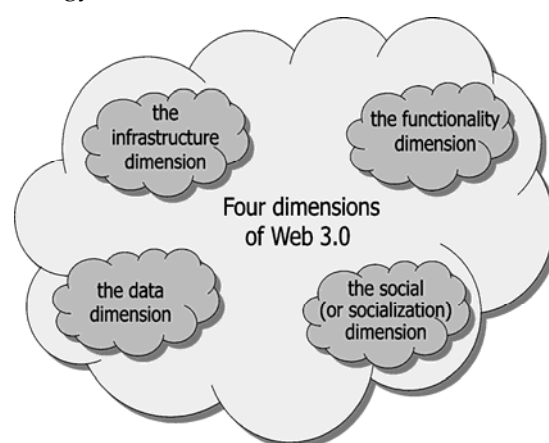


FIG 2. FOUR DIMENSIONS OF WEB 3.0 TECHNOLOGY

Web 3.0 technology include four dimensions as depicted in Figure 2:

- the infrastructure dimension,
- the functionality dimension,

- the data dimension, and
- the social (or socialization) dimension.

In comparison with Web 2.0 technology aimed at socialisation, Web 3.0 technology is characterized by such qualities as mobility and semantics. Mobility of Web 3.0 technology is founded on the concepts of cloud computing and information access anywhere, anytime, on any device. The concept of semantics means to provide a particular Web 3.0 technology's user with the content that is relevant to his/her social networks. Web 3.0 technology includes but is not limited to online networks. Use of Web 3.0 technology depends on the particular job specifics. Teachers' profession has its own specifics, too. Teachers' job is mostly focused on teachers' administrative duties, teaching and their professional development as depicted in Figure 3.



FIG 3. ELEMENTS OF TEACHERS' PROFESSION

Thus, Web 3.0 technology for teachers includes such online networks for professional applications as Twitter, Xing, LinkedIn as shown in Figure 4 and many others.

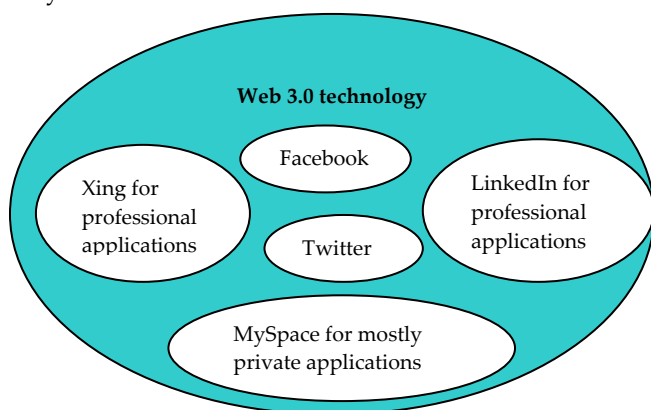


FIG 4. ELEMENTS OF WEB 3.0 TECHNOLOGY FOR TEACHERS

A social network acts as a means of connecting teachers of distinct expertise across departments and school branches and helps them build profiles in an easy way, and it can do so in a much cheaper and more flexible way than traditional knowledge

management systems (Vossen, 2009: 38). Once a profile has been set up and published within the network, others can search for people with particular knowledge or expertise and connect to them. If the social network is to be run outside an enterprise and, consequently, school, providers like Ning allow an easy setup of a self-regulated and self-managed community (Vossen, 2009: 38).

As teachers' innovativeness and competitiveness more and more depend on their use of Web technologies, teaching Web technologies and, in particular, Web 3.0 technology, have been integrated in teacher pre-service training based on a methodology.

Methodology is defined as a system of principles, practices, and procedures applied to any specific branch of knowledge (Karapetjana, 2008). Hence, Figure 5 illustrates the components of methodology.

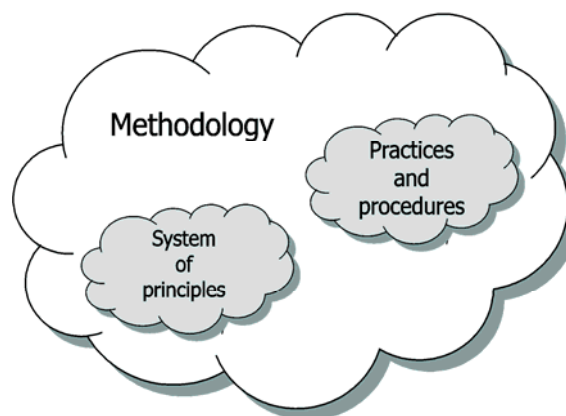


FIG 5. COMPONENTS OF METHODOLOGY

Against this background, the authors of the present research consider one more methodology's component, namely advantages of the methodology as demonstrated in Figure 6.

The methodology's components serve as the basis for comparison of methodologies of teaching Web technologies to prospective teachers in India and Latvia.

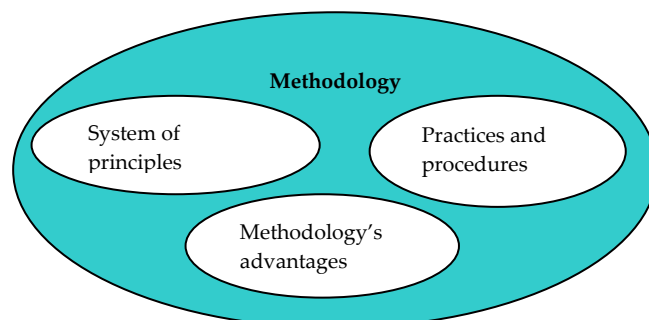


FIG 6. COMPLEMENTED COMPONENTS OF METHODOLOGY

TABLE 1 COMPARISON OF METHODOLOGIES OF TEACHING WEB TECHNOLOGIES TO PROSPECTIVE TEACHERS IN INDIA AND LATVIA

Component of methodology	India	Latvia
System of principles	<b>DMAIC Principles:</b> <b>D:</b> Define the instructional process with learning objectives and outcomes <b>M:</b> Measure student learning in the classrooms of prospective teachers by a tool <b>A:</b> Analyse student learning in the classroom by statistical process <b>I:</b> Improve student learning based on the data analysis in the analyse phase <b>C:</b> Control plans that institutionalize the improvements for the future to ensure that student learning stay at a desired level.	- mutual sustainability - mutual complementarity - mutual reflexivity
Practice and procedure	Six sigma is an organized, parallel-meso structure to reduce variation in organizational processes by using improvement specialists, a structured method, and performance metrics with the aim of achieving strategic objectives (Brue, 2003).	The practice proceeds as shown in Figure 6 <ul style="list-style-type: none"> <li>from self-evaluation in Phase 1</li> <li>through internal evaluation in Phase 2</li> <li>to external evaluation in Phase 3.</li> </ul>
Methodology's advantages	Six sigma is the quality analytic method which has been extensively used for operational improvement. This six sigma based experimentation analyses of various psycho – somatic factors, which may tend to change abruptly in particular situation and governs the process improvement in learning of the prospective teachers.	-widening opportunities for each student to construct social experience (experience in social interaction and cognitive activity) and -promoting opportunities for self-realization.

Table 1 presents the comparison of methodologies of teaching Web technologies to prospective teachers in India and Latvia based on

- the analysis of research done by Ahrens and Zaščerinska (2011) as well as Hariharan and Mohanasundaram (2013), and
- the complemented components of methodology.

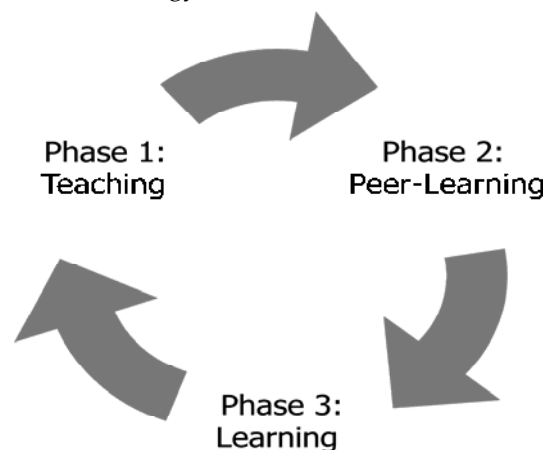


FIG 6. PHASES OF THE METHODOLOGY OF TEACHING WEB TECHNOLOGIES TO PROSPECTIVE TEACHERS IN LATVIA

It should be noted that Hariharan and Mohanasundaram (2013) have defined the academic six sigma as a comprehensive and flexible system of achieving, sustaining and maximizing the process outcome through adopting the societal needs, efficient use of facts, statistical quality control principles and effortful consideration to manage, improve and reinventing the educational process. This definition is comprehensive as it may be newly practiced in teacher educational research.

### Empirical Analysis

The present part of the contribution demonstrates the design of the empirical research, survey results and findings of the research.

### Research Design

The design of the present empirical research comprises the purpose and question, samples and methodology of the present empirical study.

The empirical study was aimed at analysing the effectiveness of methodologies applied to teaching Web technologies to prospective teachers in India and Latvia. The research question is as follows: Are the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia effective?

The present empirical study involved two independent groups, namely

- a group of 10 prospective teachers who study one year Bachelor course in Education at Dr.

Sivanthi Aditanar College of Education,  
Tiruchendur, Tamilnadu, India.

- a group of 5 prospective teachers who are involved in part-time studies of the professional bachelor programme "Social Pedagogue" at the Faculty of Pedagogy, Psychology and Art of the University of Latvia, Riga, Latvia.

Thus, the prospective teachers are from different countries, namely India and Latvia. Therefore, the samples are multicultural and multilingual as the respondents with different cultural backgrounds and diverse educational approaches were chosen. That emphasizes the analysis of each prospective teacher's achievements in use of Web technologies (Luka, Ludborza, Maslo, 2009) within the present empirical study. However, whereas cultural similarity aids mutual understanding between people (Robbins, 2007), the prospective teachers' different cultural and educational backgrounds contribute to successful learning. Moreover, different cultural and educational backgrounds become an instrument of bringing the teachers together more closely under certain conditions such as appropriate materials, teaching/learning methods and forms, motivation and friendly positioning of the educator (Abasheva, 2010). Thus, the groups' socio-cultural context (age, field of study and work, mother tongue, etc.) is heterogeneous.

Interpretative research paradigm that corresponds to the nature of humanistic pedagogy (Luka, 2008) has been applied to the empirical study. The interpretative paradigm allows creating an environment for the development of any individual and helps them to develop their potential (Luka, 2008). The core of this paradigm is human experience, people's mutual everyday interaction that tends to understand the subjectivity of human experience (Luka, 2008). The paradigm is aimed at understanding people's activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (Luka, 2008). Thus, the interpretative paradigm is oriented towards one's conscious activity, and it is future-oriented (Luka, 2008). Interpretative paradigm is characterized by the researchers' practical interest in the research question (Cohen, Manion, 2003).

The exploratory type of the comparative study has been applied (Phillips, 2006). with the aim to generate new hypotheses and questions (Phillips, 2006). The empirical study consisted of the following stages:

- data collection,

- data processing, analysis and data interpretation,
- analysis of the results and
- elaboration of conclusions and hypothesis for further research.

The qualitatively oriented empirical study allows the construction of only few cases (Mayring, 2004). Moreover, the cases themselves are not of interest, only the conclusions and transfers we can draw from these respondents (Mayring, 2007). Selecting the cases for the case study comprises use of information-oriented sampling, as opposed to random sampling (Mayring, 2007). This is because an average case is often not the richest in information. In addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Flyvbjerg, 2006). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; and it is more appropriate to select some few cases chosen for their validity.

### *Survey Results*

In order to analyse the effectiveness of the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia, the prospective teachers' learning achievements in use of Web technologies were compared by the correlation coefficient of the dependent samples.

By dependent samples, the samples in both pre- and post-survey are understood.

Effectiveness is defined as the educator's contribution to the prospective teachers' knowledge, skills and attitudes (Zaščerinska, 2011: 110). Improvement of knowledge, skills and attitudes by prospective teachers is realised as prospective teachers' learning achievements, by which quantitative evaluation of qualitative level of prospective teachers' learning results made by the educator with use of marks or grades are meant.

The prospective teachers' achievements of the India's and Latvia's groups are analysed by use of Pearson's correlation analysis the asymptotic version of Statistical Package for the Social Sciences Exact Tests (Statistical Package for the Social Sciences (SPSS), 2009: 2) to reach correct conclusions with small samples (Statistical Package for the Social Sciences (SPSS), 2009: 1). The choice of the method for correlation analysis is based on the scale type of the gauge of the obtained



data and the type of the relationship between the variables: if the scale of the gauge of the variable is ordinal (including the present empirical study), Pearson's correlation analysis is applied (Raizis, 2000: 220). As well, Pearson's correlation analysis is the parametric method for correlation analysis between variables (the non-parametric method is Spearman's correlation analysis). Correlation coefficient ranges from -1 to +1. A value of 1 implies that a linear equation describes the relationship between X and Y perfectly, with all data points lying on a line for which Y increases as X increases; while that of -1 implies that all data points lie on a line for which Y decreases as X increases. A value of 0 implies that there is no linear correlation between the variables. Correlation coefficient of the sample is marked by  $r$  (Raizis, 2000: 220). Table 2 presents the interpretation of correlation coefficient.

TABLE 2 INTERPRETATION OF CORRELATION COEFFICIENT

Value of correlation coefficient	Interpretation
$r$ to $\pm 0,2$	very low correlation
$r$ to $\pm 0,5$	low correlation
$r$ to $\pm 0,7$	average correlation
$r$ to $\pm 0,9$	high correlation
$r$ greater than $\pm 0,9$	very high correlation

Table 3 demonstrates the results of the correlation analysis of the independent samples in India and Latvia.

TABLE 3 INTERPRETATION OF CORRELATION COEFFICIENT

Variable	Group	Correlation coefficient	Interpretation
Prospective teachers' learning achievements in use of Web technologies	India	0.91124	Very high correlation
	Latvia	0.90025	Very high correlation

### Findings of the Research

The findings of the research reveal very high correlation of the dependent samples in each independent sample group, namely in India and Latvia. Thus, both methodologies applied to teaching Web technologies to prospective teachers in India and Latvia are effective.

However, the methodology applied to teaching Web technologies to prospective teachers in India has received a higher correlation coefficient than that in Latvia.

### Conclusions

The findings of the research allow drawing the

conclusions on the effectiveness of both methodologies applied to teaching Web technologies to prospective teachers in India and Latvia shown by the correlation coefficient of the dependent samples of the prospective teachers' learning achievements in use of Web technologies in India and Latvia.

Validity and reliability of the research results have been provided by involving other researchers into several stages of the conducted research. External validity has been revealed by international co-operation as following:

- the research preparation has included individual interdisciplinary consultations given by other researchers,
- the present contribution has been worked out in co-operation with international colleagues and assessed by international colleagues, and
- the research has been partly presented at international conferences.

Therein, the findings of the present research are validated by other researchers.

The following hypothesis has been formulated: prospective teachers' learning achievements in use of Web technologies are successful if

- the methodology of teaching Web technologies is represented by a system of principles, practices, procedures and the approach's advantages,
- a favourable educational environment for prospective teachers' use of Web technologies is organized within teacher pre-service training,
- prospective teachers actively use Web technologies.

The present research has *limitations*. The inter-connections between methodology and Web technologies have been set. Another limitation is the comparison of two methodologies, namely the methodologies applied to teaching Web technologies to prospective teachers in India and Latvia. A limitation is the empirical study conducted by involving only the prospective teachers of two educational institutions. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research—the comparison of the methodologies of teaching Web technologies in India and Latvia, the complemented components of methodology and the research design—may be used as a basis of analysis of prospective teachers' use of Web technologies in other institutions.

If the results of other institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study.

Prospects for development include modelling of a favourable educational environment for the enrichment of prospective teachers' use of Web technology.

The contemporary concept of Web 3.0 technology remains as an open point for further research.

Further research tends to focus on the search for relevant methods for evaluation of each criterion of the development of prospective teachers' use of Web technologies as well as data obtaining, processing, analyzing and interpretation in an empirical study within a multicultural environment. Analysis of qualitative data for checking the effectiveness of both methodologies applied to teaching Web technologies to prospective teachers in India and Latvia is proposed to be carried out in future.

Empirical studies in other institutions are proposed to be carried out. Another direction of further investigation is considered as evaluation of efficiency of prospective teachers' use of Web technologies. Efficiency of the educational environment for teaching Web technologies to prospective teachers has to be evaluated. A comparative research of more countries could be implemented as well.

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ISBN 978-9934-503-29-0

Rīgas Pedagoģijas un izglītības vadības akadēmijas X Starptautiskās Jauno zinātnieku konferences rakstu krājums (2015). Rīga: Rīgas Pedagoģijas un izglītības vadības akadēmija, 137 lpp.

The Proceedings of Riga Teacher Training and Educational Management Academy's 10th International Young Scientist Conference (2015). Rīga: Riga Teacher Training and Educational Management Academy, 137 p.

#### REDAKCIJAS PADOME

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MAKETĀS / DESIGN  
Kristaps Fedorovičs

Krājumā apkopoti starptautiski recenzēti Rīgas Pedagoģijas un izglītības vadības akadēmijas X Starptautiskās Jauno zinātnieku konferences (2014) raksti.  
The collection includes the peer-reviewed articles of Riga Teacher Training and Educational Management Academy's 10th International Young Scientist Conference (2014).

Izdevējs / Publisher:  
Rīgas Pedagoģijas un izglītības vadības akadēmija, Imantas 7.līnija 1, Rīga, LV-1083, Latvija  
Tel.: (+371) 67 860 665 Fax: (+371) 67 860 665, [zd@rpiva.lv](mailto:zd@rpiva.lv), [www.rpiva.lv](http://www.rpiva.lv)

## SATURS

<p>ALEKSEJEVA OLGA  LATVIJAS PSR EBREJU NACIONĀLĀS KUSTĪBAS AKTĪVISTI: PSIHOLOĢISKAIS  PORTRETS .....</p>	5
<p>HARIHARAN RAMAR  ZAŠČERINSKA JELENA  ZAŠČERINSKIS MIHAILS  LEARNING THE CONCEPT OF HUMAN BRAIN NEURO IMAGING IN SOCIAL  COGNITION BY STUDENT TEACHERS OF INDIA AND LATVIA .....</p>	15
<p>JAŠKOVA KARĪNA  BITE IEVA  APZINĀTĪBAS, VECĀKU KOMPETENCES IZJŪTAS, BĒRNA AUDZINĀŠANAS PIEEJU UN  BĒRNĪBAS VARDARBĪBAS PIEREDZES SAKARĪBAS PIRMSSKOLAS VECUMA BĒRNU  MĀTĒM .....</p>	24
<p>KUŽNECOVA JŪLIJA  SAFONOVS ALEKSANDRS  INVESTMENTS IN SOCIAL ENTREPRENEURSHIP: REASONS AND GOALS .....</p>	35
<p>LIEPIŅA MAIRA  MĀRKETINGA PASĀKUMU KOMPLEKSA IZVĒRTĒJUMA NEPIECIEŠAMĪBA.....</p>	45
<p>MELNIKOVA JULIJA  DESIGNING THE SYSTEM OF SCHOOL LEADERSHIP DEVELOPMENT: THEORETICAL  FRAMEWORK FOR LATVIA AND LITHUANIA.....</p>	50
<p>MELNIKOVA JULIJA  ZAŠČERINSKA JELENA  GLOŅINA OLGA  A CONCEPTUAL FRAMEWORK ON ENTREPRENEURSHIP EDUCATION IN  VOCATIONAL TEACHER TRAINING .....</p>	60
<p>MELNIKOVA JULIJA  ZAŠČERINSKA JELENA  GLOŅINA OLGA  NETRADICIONĀLĀS SAIMNIEKOŠANAS ATTĪSTĪBAS IESPĒJAS LATVIJĀ.....</p>	70



RADZIŅŠ ROLANDS PEREPJOLKINA VIKTORIJA PIEDOŠANAS SAISTĪBA AR STRESU UN FIZISKO VESELĪBU .....	79
SLESARE GUNTA AUTOVADĪTĀJU UZVEDĪBAS UN BRAUKŠANAS PRASMJU PAŠNOVĒRTĒJUMA SAISTĪBA AR CEĻU SATIKSMES NEGADĪJUMU PIEREDZI .....	88
ŠPUNDZĀNE ILVIJA TRĪSGADĪGU BĒRNU RUNAS PRASMES RAKSTUROJUMS PEDAGOĢISKAJĀ VIDĒ PIRMSSKOLĀ .....	97
VEIHMANIS ULDIS DAILĻITERATŪRA KĀ LĪDZEKLIS JAUNIEŠU EMOCIJU ATTĪSTĪŠANĀ.....	103
VIDŽE GUNITA PIERĪGAS VISPĀRIZGLĪTOJOŠO SKOLU ADMINISTRĀCIJAS UN SKOLOTĀJU PROFESIONĀLĀS IZDEGŠANAS PROFILAKSE .....	110
VĪNŠTEINA INGA INOVATĪVA PRODUKTA IEVIEŠANA SIA „TIMBERLUX GROUP” .....	118
ZAŠČERINSKA JEĻENA ANDREEVA NATALIA ALEKSEJEVA LUDMILA USE OF ROLE MODELS WITHIN ENGLISH FOR ACADEMIC PURPOSES STUDIES .....	129

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## **LEARNING THE CONCEPT OF HUMAN BRAIN NEURO IMAGING IN SOCIAL COGNITION BY STUDENT TEACHERS OF INDIA AND LATVIA**

### **SUMMARY**

**Introduction.** *As teachers involved in everyday human interaction, student teachers' social cognition plays the key role in understanding the behavioural motives and stable dispositions of themselves and other persons and groups (Van Overwalle, 2009). Social cognition is supported by the brain areas including functional neuroimaging that are responsible for social reasoning.*

**The aim of the study** *is to analyse the concept of human brain neuro imaging in social cognition underpinning the empirical study on the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia.*

**Materials and Methods.** *The meaning of the key concepts of social cognition and neuro imaging is studied. A comparative study was used. The empirical studies were conducted at Dr. Sivanthi Aditanar College of Education in India, and University of Latvia in Latvia in 2014.*

**Results.** *The empirical findings show that in both India and Latvia there is no significant difference between the two groups with regard to pre – test but there is a significant difference between the control group and experimental group in the post – test.*

**Conclusions.** *The research findings allow drawing the conclusions on the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia. Directions of further research have been identified.*

**Keywords:** *neuro imaging, social cognition, human brain.*

### **INTRODUCTION**

Teachers are involved in everyday human interaction. Therefore, student teachers' social cognition plays the key role as social cognition implies understanding the behavioural motives and stable dispositions of themselves and other persons and groups (Van Overwalle, 2009). Social cognition is supported by the brain areas that are responsible for social reasoning. However, different brain areas are related to qualitative differences in psychological processes including functional neuroimaging.

The guiding research question is: what is learning content on the concept of human brain neuro imaging in social cognition?

### **THE AIM OF THE STUDY**

The aim of the present contribution is to analyse the concept of human brain neuro imaging in social cognition underpinning the empirical study on the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia.

## MATERIALS AND METHODS

The meaning of the key concepts of *social cognition* and *neuro imaging* is studied. Moreover, the analysis demonstrates a potential model for development, indicating how the steps of the process are related following a logical chain: social cognition → neuro imaging → empirical studies within multicultural environments in teacher education in India and Latvia.

The novel contribution of this paper is learning content on the concept of human brain neuro imaging in social cognition incorporated into teacher education in India and Latvia.

Our target population to generalize the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia is prospective teachers in teacher education at higher education institutions.

Our empirical results obtained at Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamilnadu, India, and Faculty of Pedagogy, Psychology and Art of the University of Latvia, Riga, Latvia, in 2014 show the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia.

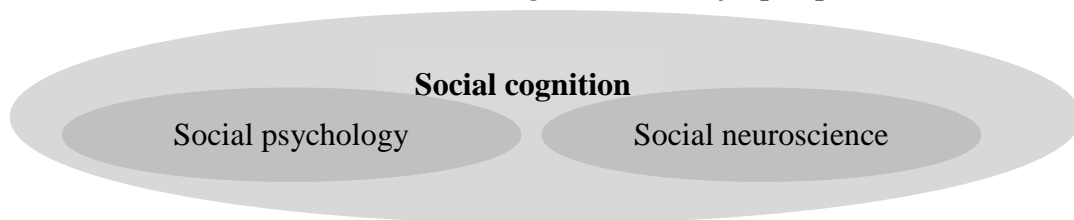
The remaining part of this paper is organized as follows: Section 1 introduces the definitions of social cognition and neuro imaging. The associated results of empirical studies will be presented in Section 2. Finally, some concluding remarks are provided followed by a short outlook on interesting topics for further work.

### 1.Theoretical framework

Social cognition implies that perceivers extract and understand the behavioural motives and stable dispositions of themselves and other persons and groups (Van Overwalle, 2009). It should be noted that this capacity is known as theory of mind (ToM) or mentalizing. Social cognition includes the cognitive processes used to understand and store information about other persons including the self, and about interpersonal norms and scripts (or procedures) to navigate efficiently in the social world.

The social cognition has been studied from various theoretical and methodological perspectives, most notably social psychology and social neuroscience as shown in Figure 1.

*Figure 1: Scientific perspectives on social cognition*



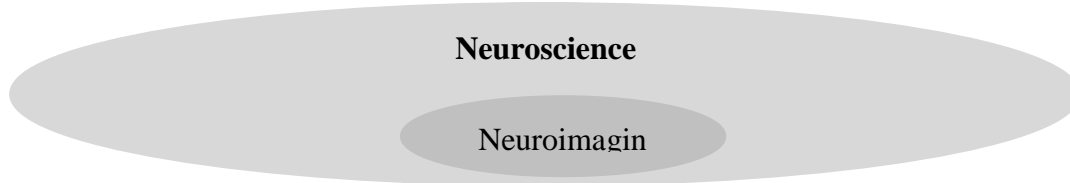
Social psychologists investigate how we perceive and interpret our social environment including other persons, groups, and the self, how we build social knowledge structures that reflect the norms and values of society, and how this is influenced through conscious and unconscious processing mechanisms, which sometimes lead to biased judgments (Gilbert & Malone, 1995; Trope & Gaunt, 2000; Van Rooy, Van Overwalle, Vanhoomissen, Labiouse & French, 2003).

In turn, the neuroscience has emerged as the new paradigm. Neuroscience identifies the various functional parts of various psychological features of the human mind. In other words, neuroscientists analyse which structures in the brain support the mental processes involved in social cognition. It is commonly assumed that the capacity to mentalize depends on cognitive brain

mechanisms that are potentially dedicated specifically to social reasoning. Neurological evidence from studies of brain lesions (Apperly, Samson, Chiavarino & Humphreys, 2004; Wood, Knutson & Grafman, 2005) supports this hypothesis. However, there exist diverse social inferences. This diversity in social inferences is consistent with neuroscientists' modular view on the brain where social cognition is seen as a neural circuit with a set of related and highly intertwined, but separate processes that are each specialized in some aspect of the social mentalizing system.

Neuroscience includes such a relatively new discipline as neuroimaging (Filler, 2009) as depicted in Figure 2.

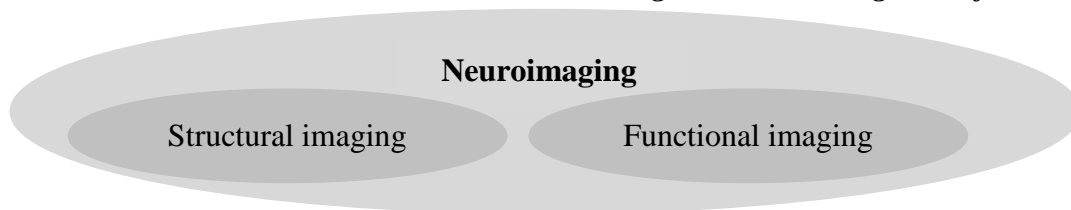
**Figure 2: The relationship between neuroscience and neuroimaging**



Neuroimaging falls into two broad categories as demonstrated in Figure 3:

- structural imaging to structure the nervous system and diagnose large scale disease and injury as well as
- [functional imaging](#) to diagnose metabolic diseases and lesions on a finer scale and also for neurological and [cognitive psychology](#) research and building [brain-computer interfaces](#).

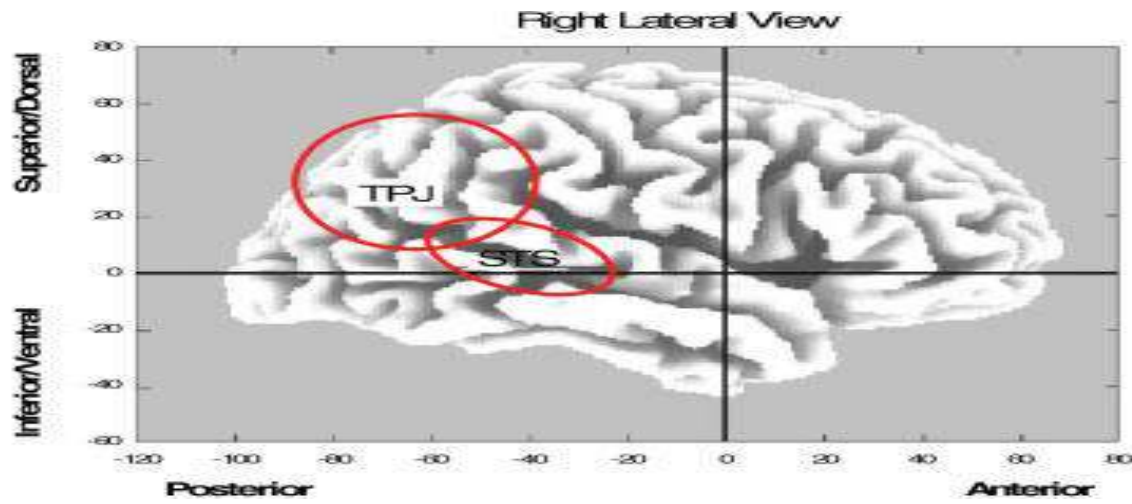
**Figure 3: Two categories of neuroimaging**



As teachers are involved in everyday human interaction, the particular interest of the present contribution is paid to functional neuroimaging. Functional neuroimaging is used to measure an aspect of brain function, often with a view to understanding the relationship between activity in certain [brain](#) areas and specific mental functions. Functional imaging includes such a powerful tool for increasing our understanding of the neural activity in the brain associated with social cognition processes (Huettel, Song & McCarthy, 2004) as functional magnetic resonance imaging (fMRI). Functional magnetic resonance imaging (fMRI) allows unprecedented precision and validity in the localization of brain activity. Functional magnetic resonance imaging (fMRI) as a brain imaging technique has identified two main areas responsible for human social cognition as illustrated in Figure 4:

- the temporo-parietal junction (TPJ) and
- the medial prefrontal cortex (mPFC).

**Figure 4: Showing the temporo-parietal junction (TPJ) and Superior Temporal Sulcus (STS)**

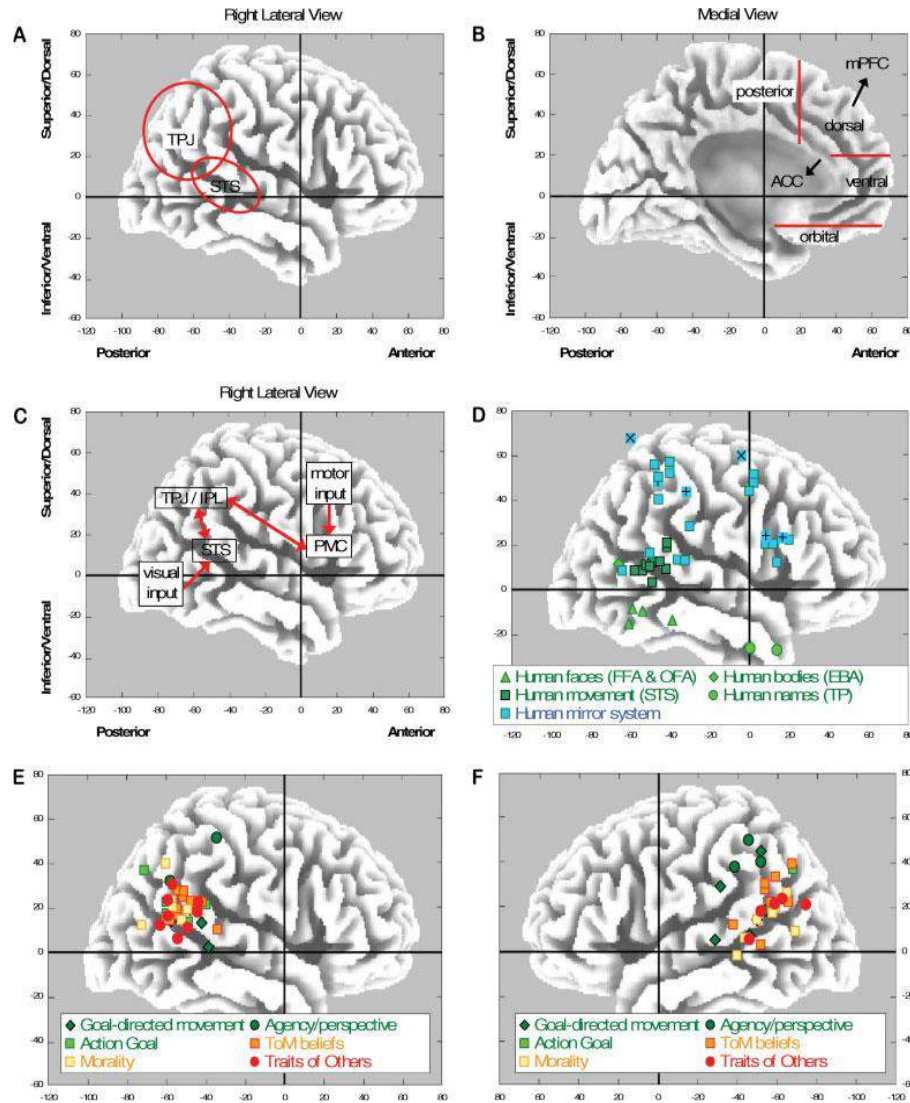


The temporo-parietal cortex identifies action goals via the mirror system. The premotor cortex (PMC) region is responsible for action execution. There the perceived action, its future path and intention is recognized and identified by its resemblance to one's own actions, and this information is passed back to the inferior parietal lobe (IPL) (Iacoboni, Lieberman, Knowlton, Molnar-Szakacs, Moritz, Throop, Fiske, 2005; Keysers & Perrett, 2004). Thus, the shared representation of other and self-movements and intentions supplements observed visual input with inferences about what is not immediately visible but very likely to occur next. In a sense, the inferior parietal lobe (IPL) "sees" the intentions behind other's actions by "simulating" or "matching" the actions of others in a shared representation. Perhaps, the mirror system developed this social function on top of an earlier and more basic function for fine-tuning one's movements on the basis of visual feedback from one's own movements (Keysers & Perrett, 2004). It is important to note that although many mirror neurons in the superior temporal sulcus (STS) respond to the same degree for other and own movement, a selective number of mirror neurons discharge only to visual information on other's movements, and tend to be inhibited by own movements and kinesthetic information (Keysers & Perrett, 2004). These viewpoints - other mirror cells - allow the brain to resolve the issue of the identity of the actor. This provides us with a direct and automatic sense of agency or ownership, or the experience that body and movements are one's own or from someone else. If the inferior parietal lobe (IPL) mirror area is capable to infer the motor intentions of others on the basis of simple action observations, then it appears very plausible that the inferior parietal lobe (IPL) or a related parietal mirror region could identify intentions that are of a more complex social nature. More importantly, human motions such as body, gaze, and hand movements involve the superior temporal sulcus (STS). The studies in this overview support the contention that the TPJ is crucially involved in the identification and representation of action goals. Taken together, there is strong evidence that the temporo-parietal junction (TPJ) is a necessary substrate for inferring the goals of others even if they diverge from one's own, but perhaps the medial prefrontal cortex (mPFC) may be involved in more complex and explicit meta-representations and distinctions of social inference, when rich verbal material is available or when the additional trait inferences about others available. Figure 5 shows the anatomy of the human brain, and the major areas involved in social cognition thoroughly studied by Frank Van Overwalle (Van Overwalle, 2007) in the Department of



Psychology in Vrije Universiteit, Brussels, Belgium. It should be noted that many theorists suggest that distortions or deficiencies in social information processing may lead to maladaptive behaviour. Thus, in addition to focusing on improving specific social behaviours in social skills intervention programs, it seems that social-cognitive variables can also be an important target for learning as well. Since the student teachers are the future social engineers, the neural mechanism of social skills must be imparted and considering these viewpoints, the present study has been stated as “Learning the Concept of Human Brain Neuro Imaging in Social cognition by prospective teachers”.

**Figure 5: The functional parts of human mind to denote social cognitive process**



## 2. Empirical Analysis

The present part of the contribution demonstrates the design of the empirical study, survey results and findings of the study.

The design of the present empirical research comprises the question and purpose, samples and methodology of the present empirical study.

As the contemporary world develops within the paradigm of social juncture, the student teachers must have the desirable qualities of learning the social realities of human life pertaining to the various functional mode of brain. The neural networks of human brain and its essential parts are to be imparted to the future teachers so as to realise the concept of neural science. These focus points represent the need of this present study.

The guiding question of the present empirical study is as follows: what is the difference between the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia?

Based on the theoretical authentications, the purpose for the current study is to analyse the effectiveness of student teachers' learning the concept of human brain neuro imaging in social cognition in India and Latvia.

The hypothesis based on the purpose of the present study was formulated as follows: there is a significant difference between the control group and experimental group in learning the concepts of neuro imaging the social cognition by human brain in pre-test and in post-test level conducted in India and in Latvia.

The present empirical study involved four independent groups. In India, totally 70 student teachers of Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamilnadu, India, were purposively selected and allotted in two groups, namely-control group with 35 students and experimental group with 35 students. In Latvia, totally 28 prospective teachers of the Faculty of Pedagogy, Psychology and Art of the University of Latvia were involved and allotted in two groups, namely-control group with 14 students and experimental group with 14 students. Thus, the prospective teachers are from different countries, namely India and Latvia. Therefore, the samples are multicultural and multilingual as the respondents with different cultural backgrounds and diverse educational approaches were chosen. Thus, the groups' socio-cultural context (age, field of study and work, mother tongue, etc.) is heterogeneous.

As the present empirical study focused on the hypothesis test, the positivist paradigm was applied to the empirical study (Taylor, & Medina, 2013). The two group pre-test – post-test experimental study was adopted. The experimental treatment on the concepts of neuro imaging was given to the experimental group after conducting the pre-test to the two groups. The present research employs comparative study as a qualitative research design (Flick, 2004, 148). The empirical study consisted of the following stages: data collection, data processing, analysis and data interpretation, analysis of the results and elaboration of conclusions and hypothesis for further research.

Data collection was based on survey. The form of the carried out survey was a written examination. Written examinations were used as the pre-test and the post-test. No functional magnetic resonance imaging (fMRI) was used during the present empirical study for data collection.

## RESULTS

The “t” test was performed to find the mean difference of the two group pre-test – post-test experimental study. The results are given in Table 1. It should be noted that in Table 1 S means significant; NS – no significant. The table value is 1.96. The findings of the experiment's results shown in Table 1 allow inferring that there is no significant difference between the two groups with regard to pre-test but there is a significant difference between the control group and experimental group in the post-test. Further on, the comparison of the calculated “t” value of Indian and Latvian experimental groups reveals that there is no difference in the effectiveness of student teachers' learning the concept of neuro imaging the social cognition by human brain in India and Latvia.

**Table 1: Significant difference between pre –test score and post – test score of control group and experimental group**

Group	Pre – test level		Post – test level		Calculated ‘t’ value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
<b>Indian control group</b>	6.08	1.73	12.0	3.93	0.13	NS
<b>Latvian control group</b>	3.53	0.98	4.45	2.01	0.85	NS
<b>Indian experimental group</b>	6.0	2.14	17.3	4.60	3.94	S
<b>Latvian experimental group</b>	3.74	1.05	18.06	5.07	4.15	S

## DISCUSSION

The empirical results allow the research hypothesis to be validated as the experimental groups have learned the concepts related to the social cognition. Considering judgment to be part of the art of statistics (Gigerenzer, 2004, 603), the conclusion based on the results of the empirical study is drawn that the experimental treatment influences student teachers’ learning the concept of neuro imaging in the social cognition by human brain in India and Latvia revealed by the mean difference between the two group pre-test – post-test.

## CONCLUSIONS

Theoretical and empirical findings of the present research allow drawing conclusions on the regularity formulated in the hypothesis of the present contribution.

Validity and reliability of the research results have been provided by involving other researchers into several stages of the conducted research. External validity has been revealed by international co-operation as following:

- the research preparation has included individual interdisciplinary consultations given by other researchers,
- the present contribution has been worked out in co-operation with international colleagues and assessed by international colleagues, and
- the research has been partly presented at international conferences.

Therein, the findings of the present research are validated by other researchers.

The present research has *limitations*. The inter-connections between *social cognition* and *neuro imaging* have been set. Another limitation is the comparison of the effectiveness of student teachers’ learning the concept of neuro imaging in the social cognition by human brain in India and Latvia. A limitation is the empirical study conducted by involving only the prospective teachers of two educational institutions. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research – the comparison of the effectiveness of student teachers’ learning the concept of neuro imaging the social cognition by human brain in India and Latvia and the research design - may be used as a basis of analysis of the effectiveness of student teachers’ learning the concept of neuro imaging in the social cognition by human brain in India and Latvia in other institutions. If the results of other institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study.

As the neuro science of social cognitive process is still emerging with well-equipped laboratory systems, prospects for development include enhancement of the profound knowledge

through the classroom learning systems in order to instill these concepts in the minds of student teachers by the teacher educators who indeed have to take self –initiative steps to teach these newest concepts like social cognition. Further research tends to incorporate these new concepts in the curricular structure to be learnt by student teachers that was clearly illustrated by the results of the empirical study. Empirical studies in other institutions are proposed to be carried out. Another direction of further investigation is considered as evaluation of the effectiveness of student teachers' learning the concept of neuro imaging in the social cognition by human brain in India and Latvia. A comparative research of more countries could be implemented as well.

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# UNDERTAKING FORM

## Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Dr. Sivanthi Aditanar College of Education fulfils all norms.

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body (such as UGC, NCTE, AICTE, MCI, DCI, BCI etc) and
3. The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the Institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Principal/Head of the Institution

Dr. P. Swamydhas

Date: 07.01.2016

Place: Tiruchendur



**Dr.SIVANTHI ADITANAR  
COLLEGE OF EDUCATION  
Tiruchendur – 628 215  
Tamil Nadu**

(Affiliated to Tamil Nadu Teachers Education University, Chennai)



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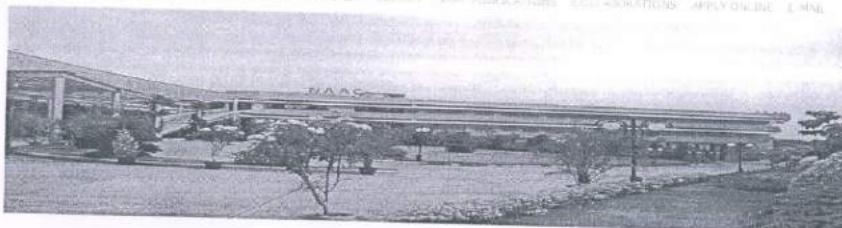
# **ANNUAL QUALITY ASSURANCE REPORT ( AQAR ) ( 2012 – 2013 )**



## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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- AQAR
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### AQAR

NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. The revised guidelines will come into effect from 1st January 2014.

The Higher Education institutions which are submitting the Annual Quality Assurance Report (AQAR) from 01-01-2014 onwards need to submit in the revised format with effect from 1st January 2014. The Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions is placed below in word file.

The NAAC Accredited Institutions need to submit only the soft copy as word file (.doc/.docx) through an e-mail naac.aqar@gmail.com. The file name needs to be submitted with Track ID of the institution and College Name. For example MHCOGN16501-Samudra Arts and Science College, Talasiguda, Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail. For more details refer guidelines.

The Revised IQAC Guideline link

### AQAR ONLINE...

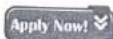
Those Institutions who would like to submit the online AQAR in the existing format may submit before 25-12-2013.

The on-line questionnaires for the annual report format to be submitted by the IQAC every year. The quality sustenance effort undertaken by the institution which would reflect the quality management strategies adopted. Broad areas cover all relevant quality enhancement efforts. It is envisaged that the response pattern by the institution would be a self learning exercise in quality sustenance effort undertaken by the institutions. Based on the quality profile created institution, strategies can be created to achieve the declared goals and objectives. NAAC will henceforth accept only online Annual Quality Assurance Reports (AQAR).

#### Note

In order to enable institutions to have a preview of the questionnaire, please see PDF version

- When answering this questionnaire, please ensure that no question is omitted in order to have a holistic analysis.
- This survey does not allow you to have access to the filled-up form, i.e., once the 'done' button is clicked, the information will automatically reach NAAC.
- In case you wish to retain printouts of the filled-up questionnaire, please take a printout of each completed page before proceeding further.



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## NAAC Institutional Quality Sustenance and Development Survey

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1.



### INSTRUCTIONS

This questionnaire is designed to make a survey of the basic processes related to quality management efforts in your institution. The survey consists of five sections.

1. General Profile
2. IQAC (Internal Quality Assurance Cell) activities
3. Academic and Research Outputs
4. Student Mentoring and Support System
5. Governance and Innovation

The activities of the institution in the above five sections or in other relevant areas are being surveyed to create a quality profile for the year in relation to institutional vision and goals. The survey results would enable the institution and IQAC to create a quality index profile, which would be a self learning exercise. Apart from the responses to the online survey, in case the NAAC requests for any further evidence, the information may be sent by hard copy. This would enable NAAC to make a diagnostic survey of national higher education scenario and the feedback will be provided to each participating institution. No judgement or categorization on institutional quality is intended.

### IMPORTANT

In order to enable institutions to have a preview of the questionnaire, the PDF version is available on the NAAC website.

When answering this questionnaire, please ensure that no question is omitted in order to have a holistic analysis.

This survey does not allow you to have access to the filled-up form, i.e., once the 'done' button is clicked, the information will automatically reach NAAC.

In case you wish to retain printouts of the filled-up questionnaire, please take a printout of



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2.

### 1. Kindly provide the details of the institution

Name of Institution:

Year of Establishment of the Institution:

Address Line 1:

Address Line 2:

City/Town:

State:

Postal Code:

Email Address:

### 2. NAAC Accreditation/ Reaccreditation Details

Year of Accreditation/ Reaccreditation:

Current Grade:

CGPA:

### 3. Institutional Status

Affiliated Permanent

### 4. Contact Person Details

Name of Head of Institution:

Contact Phone:

Email:

Website URL:

Name of IQAC Co-ordinator

Dr.D.SIVAKUMAR

Email:

amsasiva2020@gmail

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## SECTION I

This section is related to institutional goals, vision and mission, academic programmes and activities, strategies and action plans for institution building.

**5. Number of academic programmes existing ( Enter a number; 0 for nil)**

Undergraduate (BA/B. Sc./B.Com etc.)	0
Post Graduate (MA/M.Sc./M.Com etc.)	0
Research Programmes (M.Phil/P.hD)	0
Certificate Programmes	2
Professional Programmes (B.Tech/M.Tech/B.Ed/M.Ed/Medicine/Pharmacy/Paramedical/Nursing etc)	2
Other value added programmes	2
Any other programme offered (Specify)	0

**6. Details on Programme Development ( Enter a number; 0 for nil)**

New programmes added during the year	1
New programmes designed	1
Programmes under revision	1
Interdepartmental collaborative programmes	2
Inter institutional collaborative programmes	2
Number of review committee recommendations implemented (Total)	0
Number of NAAC peer team recommendations implemented	3
Number of UGC/any other expert committee recommendations implemented	0
Number of review	1

committee  
recommendation under  
implementation

Number of NAAC peer  
team recommendations  
under implementation

3

Number of UGC/ any  
other expert committee  
recommendations under  
implementation

0

#### 7. Faculty Details ( Enter a number; 0 for nil)

Total faculty strength  
required as per norms  
for all programmes

12

Total faculty on rolls

13

Faculty added during  
the year

0

Faculty positions vacant

0

Faculty left during the  
year

0

Total number of visiting  
faculty

0

Total number of guest  
faculty

0

**Please enter a positive number.**

#### 8. Qualification of Faculty

PhD and Above

4

MPhil

11

Masters

13

Any other (Specify)

4

#### 9. Faculty qualification improvement

PhD awarded to existing  
faculty

4

MPhil awarded to  
existing faculty

11

Any other degree  
awarded to existing  
faculty

2

#### 10. Administrative Staff Details ( Enter a number; 0 for nil)

Administrative staff  
(total sanctioned)

10

Administrative staff

10



(Actual strength)

Added during the year of reporting

Left during the year

Number of posts vacant

**11. Technical Support Staff Details ( Enter a number; 0 for nil)**

Technical Support Staff  
(Total sanctioned strength)

Technical Support Staff  
(Actual strength)

Added during the year

Left during the year

Number of posts vacant

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4.

### SECTION II

This section surveys the quality sustenance and development activities during the year taken up by IQAC.

It reflects quality management structure, strategies, and processes which would enhance academic quality of the institution as perceived by faculty, students, alumni, and other stakeholders (social perception of the institution) inline with the vision, mission and goals of the institution.

#### 12. Establishment details

DD MM YYYY  
Year of establishment of IQAC  /  /

#### 13. Composition of IQAC ( Enter a number; 0 for nil)

Number of IQAC members	<input type="text" value="23"/>
Number of Alumni in IQAC	<input type="text" value="2"/>
Number of Students in IQAC	<input type="text" value="2"/>
Number of Faculty in IQAC	<input type="text" value="11"/>
Number of Administrative Staff in IQAC	<input type="text" value="2"/>
Number of Technical Staff in IQAC	<input type="text" value="1"/>
Number of Management Representatives	<input type="text" value="1"/>
Number of External experts in IQAC	<input type="text" value="2"/>

Number of any other stakeholder and community representatives

2

#### 14. IQAC Meetings

Number of IQAC meetings held during the year

5

#### 15. Whether Calendar of activities of IQAC formulated for the academic year

Yes ☐

#### 16. IQAC Plans for Development ( Enter a number; 0 for nil)

Number of academic programmes proposed

2

Number of value added programmes proposed

1

Number of skill oriented programmes proposed

1

Number of faculty competency and development programmes proposed

1

Number of other staff development programmes proposed

1

Number of student mentoring programmes proposed

2

Number of co-curricular activities proposed

2

Number of inter departmental cooperative schemes proposed

2

Number of community extension programmes proposed 2

Any other programmes proposed (Specify) 1

**17. IQAC Plans for development & Implementation ( Enter a number; 0 for nil)**

Number of academic programmes implemented 2

Number of value added programmes implemented 1

Number of skill oriented programmes implemented 1

Number of faculty competency and development programmes implemented 1

Number of other staff development programmes implemented 2

Number of student mentoring programmes implemented 2

Number of co-curricular activities implemented 1

Number of inter departmental cooperative programs implemented 2

Number of community extension programmes implemented 2

current year (Please provide details in bullet format)

SCHOOLS OF THOOTHUKUDI DISTRICT  
3. ORGANISED A INTERCOLLEGIATE WORKSHOP  
IN THE THEME OF "IQAC"

Prev

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Any other programmes suggested that are implemented (Specify)

0

**18. IQAC Seminars and Conferences ( Enter a number; 0 for nil)**

Number of seminars/ conferences/ workshops organized by IQAC within the institution

1

Number of participants from the institution

130

Number of participants from outside

270

Number of external experts invited

10

Number of external conferences/seminars/ workshops on institutional quality attended

2

Number of events conducted with IQACs of other institutions as collaborative programmes

1

**19. Did IQAC receive any funding from UGC during the year ?**

Yes

No

**20. If the response to Qn. 18 is Yes, please provide the amount received from UGC - (Input 0 - if NA/NIL-) Any other source including internal financial support from the management (Specify amount)**

Amount Received from UGC

0

Amount Received from any other source including the college management

202474

**21. Any significant contribution made by IQAC on quality enhancement during**



## NAAC Institutional Quality Sustenance and Development Survey

Exit this survey

5.

### SECTION III

In this section the events, activities, and outputs in the field of research and academic areas are being surveyed.

#### 22. Academic Programmes

Number of new academic programmes developed or designed by faculty	0
Number of faculty members involved in curriculum restructuring/revision/syllabus development	0
Number of programmes in which evaluation process reformation taken up and implemented	0
Number of active teaching days during the current academic year	201
Average percentage of attendance of students	95
Percentage of classes engaged by guest faculty and temporary teachers	0
Number of self financed programmes offered	0
Number of aided programmes offered	0
Number of programmes discontinued during the year	0

23. Whether any systematic student feedback mechanism is in place ?

Yes ☒

24. Feedback Details (If answer to Question 20 is Yes)

Percentage of  
courses where  
student feedback is  
taken

100

**25. Is feedback for improvement provided to the faculty?**

Yes

**Please enter a positive number/0 if NA or Nil.**

**26. Faculty Research, Projects, and Publication details for the year**

Number of major research  
projects undertaken during  
the year

0

Number of minor research  
projects undertaken during  
the year

0

Number of major ongoing  
projects

0

Number of minor ongoing  
projects

0

Number of major projects  
completed

0

Number of minor projects  
completed

0

Number of major project  
proposals submitted for  
external funding

0

Number of minor project  
proposals submitted for  
external funding

1

Number of research  
publications in peer  
reviewed journals

14

Number of research  
publications in  
international peer reviewed  
journals

5

Number of research  
publications in national  
peer reviewed journals

5

Number of research  
papers accepted for  
publication in international  
peer reviewed journals

2

Number of research papers accepted for publication in national peer reviewed journals	2
Average of impact factor of publications reported	3
Number of books published	2
Number of edited books published	1
Number of books (single authored) published	1
Number of books (coauthored) published	0
Numbers of conferences attended by faculty	77
Number of international conferences attended	22
Number of national conferences attended	55
Number of papers presented in conferences	70
Number of papers presented in international conferences	20
Number of papers presented in national conferences	50
Number of conferences organized by the institution	1
Number of faculty acted as experts resource persons	3
Number of faculty acted as experts resource persons - international	2
Number of faculty acted as experts resource persons- national	1
Number of collaborations with international institutions	0
Number of collaborations with national institutions	1

Number of linkages created during the year	<input type="text" value="1"/>
Total budget for research for current year as a percentage of total institution budget	<input type="text" value="15"/>
Amount of external research funding received in the year	<input type="text" value="0"/>
Number of patents received in the year	<input type="text" value="0"/>
Number of patents applied for in the year	<input type="text" value="0"/>
Number of research awards/ recognitions received by faculty and research fellows of the institute in the year	<input type="text" value="0"/>
Number of PhDs awarded during the year	<input type="text" value="2"/>
Percentage of faculty members invited as external experts/resource persons/reviewers/referees or any other significant research activities	<input type="text" value="40"/>

Prev

Next

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## NAAC Institutional Quality Sustenance and Development Survey

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6.

### SECTION IV

This section deals with Student Mentoring and Support System existing in the institution.

This includes student activities, mentoring, and opportunities for development and inclusive practices.

#### 27. Student Details and Support Mechanisms

The total intake of students for various courses (Sanctioned)	135
Actual enrollment during the year	130
Student dropout percentage during the year	0
Success percentage in the final examination across the courses	98
Number of academic distinctions in the final examination and percentage	55
Number of students who got admitted to institutions of national importance	0
Number of students admitted to institutions abroad	0
Number of students qualified in UGC NET/ SET	3
Number of students qualified GATE/ CAT/ other examination	0



(Specify)

**28. Does student support mechanism exist for coaching for competitive examinations?**

Yes 

**29. Student participation, if response is yes to Qn. 27**

Number of students  
participated

30

**30. Does student counselling and guidance service exist ?**

Yes 

**31. Student participation, if answer to Qn. 29 is yes**

Number of students  
participated

15

**32. Career Guidance**

Number of career  
guidance  
programmes  
organized

4

Percentage of  
students participated  
in career guidance  
programmes

30

**33. Is there provision for campus placement?**

Yes 

**34. If yes to Qn. 32**

Number of students  
participated in  
campus selection  
programmes

46

Number of students  
selected for  
placement during the  
year

15

35. Does gender sensitization program exist ?

Yes ☐

36. If Answer is Yes to Qn 34

Number of  
programmes  
organized

1

37. Student activities

Number of students  
participated in  
external cultural  
events

11

Number of prizes  
won by students in  
external cultural  
events

10

Number of cultural  
events conducted by  
the institute for the  
students

1

Number of students  
participated in  
international sports  
and games events

0

Number of students  
participated in  
national level sports  
and games events

0

Number of students  
participated in state  
level sports and  
games events

10

Number of students  
participated in  
university level  
sports and games  
events

0

Number of prizes  
won by students in  
international sports  
and games events

0

Number of prizes  
won by students in  
national level sports

0

and games events

Number of prizes  
won by students in  
state level sports  
and games events

0

Number of prizes  
won by students in  
university level  
sports and games  
events

0

Number of sports  
and games events  
conducted by the  
institute for the  
students

12

### 38. Composition of students

Percentage of  
Scheduled Caste

19

Percentage of  
Scheduled Tribe

0

Percentage of other  
backward  
communities

81

Percentage of  
women students

86

Percentage of  
physically  
challenged

0.81

Percentage of rural  
students

51.2

Percentage of urban  
students

48.8

### 39. Scholarships and Financial Support

Number of students  
availing financial support  
from the institution

0

Amount disbursed as  
financial support from the  
institution

0

Number of students  
awarded scholarship  
from the institution

0

Number of students

received notable  
national/international  
achievements/recognition

0

#### 40. Student initiatives

Number of  
community  
upliftment  
programmes initiated  
by students

1

Number of literary  
programmes initiated  
by students

1

Number of social  
action initiatives  
based on science /  
environment initiated  
by students

1

Number of student  
research initiatives

30

Prev

Next

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7.

### SECTION V

This section surveys the Governance and Innovation at the institution related to quality management. The educational management strategies adopted and in practice for achieving the objectives are focussed.

**41. Whether perspective plan for overall developmental activities is created ?**

☐ Yes

☐ No

**42. If the answer for Qn. 40 is Yes, is the plan implemented and monitored ?**

☐ Yes

☐ No

**43. Whether benchmarking is created for institutional quality management efforts ?**

☐ Yes

☐ No

**44. If the answer to Question 42 is Yes, please list the benchmarking in various areas of development in bullet format**

3. To increase the students research abilities.

4. To develop the good citizenship behaviour to the students.

**45. Is a Management Information System (MIS) in place ?**

☐ Yes

☐ No

**46. If answer to question 44 is Yes, please provide details of MIS applied to**  
**1. Administrative procedures including finance**

---

2. Student admission
3. Student records
4. Evaluation and examination procedures
5. Research administration
6. Others

(enter the respective details corresponding to the serial numbers)

6. Bio-metric staff attendance was maintained	<input type="checkbox"/>
4.	<input type="checkbox"/>

#### 47. Existence of learning resource management

Yes

No

e-database in library

ICT and smartclass  
room

e-learning sources  
(e-Books, e-  
Journals)

Production of  
teaching modules

Interactive learning  
facilities

#### 48. Internal resource mobilization : Kindly provide the amount contributed

Research	<input type="text" value="0"/>
Consultancy and training	<input type="text" value="0"/>
Student contribution	<input type="text" value="0"/>
Alumni contribution	<input type="text" value="20000"/>
Wellwishers	<input type="text" value="0"/>

#### 49. Infrastructure and welfare spending: Please specify the amount

Amount spent for infrastructure development	<input type="text" value="386108"/>
Amount spent for student welfare	<input type="text" value="94645"/>
Amount spent for staff welfare	<input type="text" value="107829"/>



50. Is delegation of authority practiced

Yes

No

51. Does grievance redressal cell exist ?

Yes

No

Faculty

Students

Staff

52. Grievances received from faculty and resolved ( Enter a number; 0 for nil)

Number of  
grievances received

4

Number of  
grievances resolved

3

53. Number of grievances received from students and resolved ( Enter a number; 0 for nil)

Number of  
grievances received

3

Number of  
grievances resolved

2

54. Number of grievances received from other staff members and resolved ( Enter a number; 0 for nil)

Number of  
grievances received

3

Number of  
grievances resolved

2

55. Has the institution conducted any SWOT analysis during the year

Yes

No

56. The SWOT analysis was done by internal or by external agency

Internal

External

**57. Kindly provide three identified strengths from SWOT Analysis (in bullet format)**

library books were to maintained in the database  
3. Give importance to all round development  
personality among the students

**58. Kindly provide three identified weaknesses from the SWOT analysis (in bullet format)**

1. Library automation yet to be adopted  
2. Smartclass room facilities are not available  
3. Number of computer terminal is not adequate.

**59. Kindly provide two opportunities identified from the SWOT analysis (in bullet format)**

college. so that most of the students were get the  
placement opportunities to all over the tamilnadu.

**60. Kindly provide two identified challenges/threats from SWOT analysis (in bullet format)**

1. Difficulties to admitted the meritorious students.  
2. Inadequate admission at M.Ed., level on owing to  
mushroom growth of teacher training college in

**61. Identify any significant progress made by the institution towards acheiving the goals and objectives during the year (list below in bullet format)**

2. Deriving various plan to enhance the quality of  
good citizenship through organsied a community  
camp every year.

**62. How do you perceive the role of NAAC in the quality development of your institution (Suggestions in bullet format to be given below)**

1. By adopting supreme guidance of the NAAC about  
our college progress to uplift of our college growth.

Prev

Next

## NAAC Institutional Quality Sustenance and Development Survey

[Exit this survey](#)

8.

### CONCLUDING REMARKS

This exercise is intended to make a self analysis of the quality development of the institution during the year. The perspective plan and implementation for every year is to be documented and analysed to get a cumulative index for the period of accreditation and reaccreditation. Any substantial changes / initiative in this direction is to be separately listed. The best practices in various areas can be listed as a separate annexure. The data will be used to create a quality profile based on the total score index arrived at and this would help to map the institutions' strengths and areas of improvement.

NAAC will provide feedback and a quality profile based on analysis of your inputs if you desire so.

Thank you for your participation.

[Prev](#)

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# **ANNUAL QUALITY ASSURANCE REPORT ( AQAR ) ( 2014 – 2015 )**

*Guidelines for the Creation of the*  
**Internal Quality Assurance Cell (IQAC)**  
**and Submission of Annual Quality Assurance**  
**Report (AQAR) in Accredited Institutions**  
(Revised in October 2013)



**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्**

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

# NAAC

## VISION

*To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.*

## MISSION

- ☞ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ☞ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ☞ To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ☞ To undertake quality-related research studies, consultancy and training programmes, and*
- ☞ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

## Value Framework

To promote the following core values among the HEIs of the country:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Students*
- *Promoting the Use of Technology*
- *Quest for Excellence*



## Contents

	Page Nos.
1. Introduction	..... 4
2. Objective	..... 4
3. Strategies	..... 4
4. Functions	..... 5
5. Benefits	..... 5
6. <i>Composition of the IQAC</i>	..... 6
7. The role of coordinator	..... 7
8. Operational Features of the IQAC	..... 7
9. Monitoring Mechanism	..... 8
10. The Annual Quality Assurance Report (AQAR) of the IQAC	..... 9

### Part – A

11. Details of the Institution	..... 9
12. IQAC Composition and Activities	..... 12

### Part – B

13. Criterion – I: Curricular Aspects	..... 14
14. Criterion – II: Teaching, Learning and Evaluation	..... 15
15. Criterion – III: Research, Consultancy and Extension	..... 17
16. Criterion – IV: Infrastructure and Learning Resources	..... 20
17. Criterion – V: Student Support and Progression	..... 22
18. Criterion – VI: Governance, Leadership and Management	..... 25
19. Criterion – VII: Innovations and Best Practices	..... 28
20. Abbreviations	..... 29

# **Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions**

## **Introduction**

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

## **Objective**

*The primary aim of IQAC is*

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

## **Strategies**

*IQAC shall evolve mechanisms and procedures for*

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;

- b) The relevance and quality of academic and research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

## **Functions**

*Some of the functions expected of the IQAC are:*

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

## **Benefits**

***IQAC will facilitate / contribute***

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;

- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

## **Composition of the IQAC**

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ♦ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ♦ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.

- ♦ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

## **The role of coordinator**

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

## **Operational Features of the IQAC**

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures.

The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/report on its activities, as well as for hosting the AQAR.

The NAAC Accredited institutions need to submit only the soft copy as word file (.doc/.docx) through e-mail ([capuaqar@gmail.com](mailto:capuaqar@gmail.com)). The file name needs to be submitted with Track ID of the institution and College Name or EC number. For example MHCOGN16601-Samudra Arts and Science College, Taliamegu-Maharashtra.doc or EC\_32\_A&A\_143 dated 3-5-2004-Samudra Arts and Science College, Taliamegu-Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail.



## The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC.

### Part – A

**AQAR for the year**

2014 - 2015

### I. Details of the Institution

1.1 Name of the Institution

Dr. Sivanthi Aditanar College of Education

1.2 Address Line 1

Tirunelveli Road,

Address Line 2

Tiruchendur

City/Town

Thoothukudi

State

Tamilnadu

Pin Code

628 215

Institution e-mail address

[drsace.edu@gmail.com](mailto:drsace.edu@gmail.com)

Contact Nos.

04639 - 242181

Name of the Head of the Institution:

Dr. P. Swamydhas

Tel. No. with STD Code:

04639 - 242181

Mobile:

9486381123

Name of the IQAC Co-ordinator:

Dr. R. Hariharan

Mobile:

9865404850

IQAC e-mail address:

joyjith@gmail.com

1.3 NAAC Track ID

TNCOTE13597

OR

1.4 NAAC Executive Committee No. & Date:

28<sup>th</sup>-30<sup>th</sup>, March 2008

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom  
of your institution's Accreditation Certificate)

1.5 Website address:

[www.drsacedn.in](http://www.drsacedn.in)

Web-link of the AQAR:

-

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B	2.49	2008	5
2	2 <sup>nd</sup> Cycle	-	-	-	-
3	3 <sup>rd</sup> Cycle	-	-	-	-
4	4 <sup>th</sup> Cycle	-	-	-	-

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

27.08.2008

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- i. AQAR 21.12.2010 (DD/MM/YYYY)
- ii. AQAR 14.10.2011 (DD/MM/YYYY)
- iii. AQAR 03.09.2012 (DD/MM/YYYY)
- iv. AQAR 28.03.2013 (DD/MM/YYYY)
- v. AQAR \_\_\_\_\_ (DD/MM/YYYY)

1.9 Institutional Status

University State ☐ Central ☐ Deemed ☐ Private ☒

Affiliated College Yes ☒ No ☐

Constituent College Yes ☐ No ☒

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☐ No ☒

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐  
Urban ☐ Rural ☒ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) ☐ UGC 12B ☐  
Grant-in-aid + Self Financing ☐ Totally Self-financing ☒

1.10 Type of Faculty/Programme

Arts ☐ Science ☐ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☒ Engineering ☐ Health Science ☐ Management ☐

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

Tamilnadu Teachers Education University, Chennai.

### 1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence  UGC-CPE

DST Star Scheme  UGC-CE

UGC-Special Assistance Programme  DST-FIST

UGC-Innovative PG programmes  Any other (*Specify*)

UGC-COP Programmes

## **2. IQAC Composition and Activities**

2.1 No. of Teachers	<input type="text" value="11"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="2"/>
2.3 No. of students	<input type="text" value="45"/>
2.4 No. of Management representatives	<input type="text" value="2"/>
2.5 No. of Alumni	<input type="text" value="36"/>
2. 6 No. of any other stakeholder and community representatives	<input type="text" value="2"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="5"/>
2.8 No. of other External Experts	<input type="text" value="2"/>
2.9 Total No. of members	<input type="text" value="45"/>
2.10 No. of IQAC meetings held	<input type="text" value="10"/>

2.11 No. of meetings with various stakeholders: No.  Faculty  5

Non-Teaching Staff  2 Students  2 Alumni  2 Others  1

2.12 Has IQAC received any funding from UGC during the year? Yes  No ☒

If yes, mention the amount  -

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  2 International  National  1 State  Institution Level  1

(ii) Themes

Educational Research and Achievement in Public Examination

2.14 Significant Activities and contributions made by IQAC

1. ICT Based Education.
2. ERP Plan to be executed for our Institution.
3. DELNET plan to be executed for our Library

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
1. Plan to Conduct One Day National level Workshop	Planned On <u>March 2016</u>
2. Plan to Conduct High / Higher Secondary Level Headmasters Seminar.	Planned On <u>February 2016</u>

\* Attach the Academic Calendar of the year as Annexure.

2.16 Whether the AQAR was placed in statutory body Yes ☒ No ☐

Management ☒ Syndicate ☐ Any other body ☐

Provide the details of the action taken

ERP Plan is to be digitalised as a part of automation to retrieve information related with profiles of Students and Faculty.

## Part – B

### Criterion – I

### I. Curricular Aspects

#### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	-	-	-	-
PG	1	-	-	-
UG	1	-	-	4
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	2	-	-	-
Others	-	-	-	-
<b>Total</b>	4	-	-	4
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

#### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

#### (ii) Pattern of programmes:

Semester                      ~~Term~~

1.3 Feedback from stakeholders\*    Alumni ☒    Parents ☒    Employers ☒    Students ☒  
*(On all aspects)*

Mode of feedback :    Online ☐    Manual ☒    Co-operating schools (for PEI) ☒

*\*Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes (syllabus revised by the Tamilnadu Teachers Education University as per NCTE norms ( 2yrs B.Ed and M.Ed.)

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Planned to introduce M.Phil. degree course during the academic year 2015-16  
-

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
14	8	2	1	3

2.2 No. of permanent faculty with Ph.D.

3

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
5								5	

2.4 No. of Guest and Visiting faculty and Temporary faculty

-

-

-

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	2	3	-
Presented papers	12	50	2
Resource Persons	2	1	1

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Web based instruction and Digitalising Microteaching Component.

2.7 Total No. of actual teaching days during this academic year

200

2.8 Examination/ Evaluation Reforms initiated by

-



the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop	-	-	-
---	---	---	---

2.10 Average percentage of attendance of students	95
---	----

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B. Ed	100	-	-	-	-	98
M.Ed	23	-	-	-	-	100

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

1. Research Paper presented at university of Lativa, Rigo, Germany by our faculty Mr. R. Hariharan.
2. Research Paper presented at Taylor's university at Malaysia by our faculty Mr. R. Hariharan.
3. Research Paper presented at Michigon State University, Dubai by our faculty Dr. D. Sivakumar.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	1
HRD programmes	-
Orientation programmes	1
Faculty exchange programme	3
Staff training conducted by the university	-
Staff training conducted by other institutions	2
Summer / Winter schools, Workshops, etc.	1
Others	1

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	9	-	-	-
Technical Staff	2	-	-	-

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC Promotes paper presentation in a social an in National level  
conducting research colloquium etc

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Nil			
Outlay in Rs. Lakhs				

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Nil			
Outlay in Rs. Lakhs				

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	4+2	7+2	
Non-Peer Review Journals			
e-Journals			
Conference proceedings	12	50	

#### 3.5 Details on Impact factor of publications :

Range  Average  h-index  Nos. in SCOPUS

#### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-			
Minor Projects	-			
Interdisciplinary Projects	-			
Industry sponsored	-			
Projects sponsored by the University/ College	-			
Students research projects (other than compulsory by the University)	-			
Any other(Specify)	-			
Total	-			

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP	<input type="text" value="-"/>	CAS	<input type="text" value="-"/>	DST-FIST	<input type="text" value="-"/>
DPE	<input type="text" value="-"/>			DBT Scheme/funds	<input type="text" value="-"/>

3.9 For colleges	Autonomy	<input type="text" value="-"/>	CPE	<input type="text" value="-"/>	DBT Star Scheme	<input type="text" value="-"/>
	INSPIRE	<input type="text" value="-"/>	CE	<input type="text" value="-"/>	Any Other (specify)	<input type="text" value="-"/>

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	-	1	-	-	1
Sponsoring agencies	-	-	-	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency  From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	
International	Applied	-
	Granted	
Commercialised	Applied	-
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows  
Of the institute in the year

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution  
Who are Ph. D. Guides  
and students registered under them

3

10

3.19 No. of Ph.D. awarded by faculty from the Institution

4

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF - SRF - Project Fellows - Any other -

3.21 No. of students Participated in NSS events:

University level - State level -  
National level - International level -

3.22 No. of students participated in NCC events:

University level - State level -  
National level - International level -

3.23 No. of Awards won in NSS:

University level - State level -  
National level - International level -

3.24 No. of Awards won in NCC:

University level - State level -  
National level - International level -

### 3.25 No. of Extension activities organized

University forum	-	College forum	1	
NCC	-	NSS	-	Any other 1

### 3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- 
- 

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	-	-	-	-
Class rooms	-	-	-	-
Laboratories	-	-	-	-
Seminar Halls	-	-	-	-
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	-	-	From Management Rs.65000/-	-
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-	-	-
Others	-	-	-	-

#### 4.2 Computerization of administration and library

Computerized ERP System and Partial Automation of Library

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	295	Rs. 9853	-	-	-	-
Reference Books	8162	Rs. 951486	79	Rs. 43494	8241	Rs.994980
e-Books	-	-	-	-	-	-
Journals	42	Rs. 170000	-	-	42	Rs.170000
e-Journals	-	-	-	-	-	-
Digital Database	-	-	-	-	-	-
CD & Video	42	Rs. 500	-	-	42	Rs. 500
Others (specify)	-	-	-	-	-	-

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	32	17	3	1	1	4	10	-
Added	5	3	1	-	-	1	1	1
Total	37	20	4	1	1	5	11	1

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

For Technology up Gradation Computer, Internal, Access Training was conducted for faculty and students.

#### 4.6 Amount spent on maintenance in lakhs :

i) ICT

Rs. 85000/-

ii) Campus Infrastructure and facilities

Rs. 93000/-

iii) Equipments

Rs. 45000/-

iv) Others

Rs. 22000/-

**Total :**

Rs. 245000/-

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Guidance and Counselling, model panel interview, Campus interview for recruitment of teachers, arranging bank loan, and providing O.D for competition and paper publication.

#### 5.2 Efforts made by the institution for tracking the progression

Conducting the achievement test. Provision of effective use of lab.

#### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	34	-	-

#### (b) No. of students outside the state

-

#### (c) No. of international students

-

Men	No	%
	19	14.18

Women

No	%
115	85.82

General	SC	ST	Other Backward	Physically Challenged	Total	General	SC	ST	Other Backward	Physically Challenged	Total
5	21	-	95	2	123	-	31	-	80	1	111

Demand ratio

Dropout % 1

#### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Revised

1. Net coaching – (Paper – I) classes for competitive examination was conducted for the welfare of the students.
2. Model panel interview was conducted for the benefits of our students.

Page 22



No. of students beneficiaries

35

5.5 No. of students qualified in these examinations

NET

1

SET/SLET

1

GATE

CAT

IAS/IPS etc

State PSC

UPSC

Others

5.6 Details of student counselling and career guidance

Personal Guidance and conducting campus interview for our students.

No. of students benefitted

26

5.7 Details of campus placement

*On campus*

Number of  
Organizations  
Visited

4

Number of Students  
Participated

42

Number of  
Students Placed

21

*Off Campus*

Number of Students Placed

5

5.8 Details of gender sensitization programmes

Conducting women's day – practiced daily routine Curricular Activity.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	26	Rs.11,51,000/-
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: 3

## Criterion – VI

## **6. Governance, Leadership and Management**

### 6.1 State the Vision and Mission of the institution

**Vision:** We mould intelligent, morally upright, emotionally matured and spiritually elevated teachers from the rural segments of the society to achieve the status of excellence.

**Mission:** The missionary and pedagogic fervour is enshrined in our logo, *fw;f> fw;gpf;f> caHf* means to learn, to teach and to elevate the student community, in turn the flourishing society. We aim at establishing a leading research centre of excellence to shape meritorious educationists at national and international level

### 6.2 Does the Institution has a management Information System

The daily reports send and evaluated through the management information system provided through active faculties.

### 6.3 Quality improvement strategies adopted by the institution for each of the following:

#### 6.3.1 Curriculum Development

It is through web-based introduction.

#### 6.3.2 Teaching and Learning

ICT based teaching is adopted for improved learning

#### 6.3.3 Examination and Evaluation

Periodical examination its conducted.

#### 6.3.4 Research and Development

M.Ed. dissertation is systematised by various experts for the institutions.

#### 6.3.5 Library, ICT and physical infrastructure / instrumentation

Fully computerised library and ICT lab with needful software.

### 6.3.6 Human Resource Management

The student and staff are to uplift their career impartment at National and International level

### 6.3.7 Faculty and Staff recruitment

Based on the quality profile of the faculty and staff , the requirement is done.

### 6.3.8 Industry Interaction / Collaboration

-

### 6.3.9 Admission of Students

Based on merit, stipulated by University and govt norms.

### 6.4 Welfare schemes for

Teaching	EPF, CL
Non teaching	EPF, CL
Students	Educational Loan Facility

### 6.5 Total corpus fund generated

-

### 6.6 Whether annual financial audit has been done

Yes

√

No

### 6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	√		√	
Administrative				

### 6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes      Yes      No

For PG Programmes      Yes ☒      No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

-

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Applied for permanent Affiliation to the University

6.11 Activities and support from the Alumni Association

Alumini Association meeting is conducted every year 2<sup>nd</sup> October, other supportive in conducting academic events like seminar etc

6.12 Activities and support from the Parent – Teacher Association

Parents are supportive for overall academic growth of the institution.

6.13 Development programmes for support staff

Computer training on tally programme for supporting staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Project is implemented periodically to have eco – friendly campus

## **Criterion – VII**

### **7. Innovations and Best Practices**

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

ERP Profile for the staff and students to retrieve the information.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

To implement the program schedule of the year the calendar is followed

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

Video graphed Micro Teaching and computerised data processing of our students and staff.

***\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)***

7.4 Contribution to environmental awareness / protection

The Eco club is conducting periodical meetings to create awareness

7.5 Whether environmental audit was conducted?

Yes



No



7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

Yes, Bench Marking SWOT, FMEA, (FAILURE MODE, EFFECT ANALYSIS)

## **8. Plans of institution for next year**

Preparation of the institution towards 2 year courses (B.Ed and M.Ed)

Name Dr.R. Hariharan

Name Dr.P.Swamydhas

\_\_\_\_\_  
Signature of the Coordinator, IQAC

\_\_\_\_\_  
Signature of the Chairperson, IQAC

\_\_\_\_\_\*\*\*\_\_\_\_\_

**Annexure I**

**Abbreviations:**

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

\*\*\*\*\*