

SELF APPRAISAL REPORT

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)
P.O Box No.1075, Nagarbhavi, Bangalore- 560072, INDIA

ST.JOAN'S COLLEGE OF EDUCATION

**Mittapalli(vill), Balinayanapalli(po)
Krishnagiri(Dt).**

SELF APPRAISAL REPORT

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Preface

The St.Joan's College of Education expresses deep gratitude and sincere thanks to National Assessment and Accreditation Council for giving a beautiful learning experience on enhancing the quality of our St.Joan's College of Education. As an attempt to introspect, the college took initiative to get it assessed and accredited by the National Assessment and Accreditation Council, Bangalore. To this effect, a committee of staff was constituted to prepare Self-Appraisal Report about the functioning of the college. The present report has been the outcome of a series of meeting of the faculty and deliberations with individuals including non teaching staff and management at various levels who reviewed the various aspects of the report and offered their valuable comments and suggestions for refinements. In this process the whole institutional community, including students have developed new awareness and insights relating to different criteria of this report. In a way the college has grown in taking new initiatives in professional growth and managerial competencies.

Date:

Principal

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Declaration by the Head of the Institution

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PART-I

INSTITUTIONAL DATA

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A. Profile of the Institution

1. Name and address of the institution:

ST.JOAN'S COLLEGE OF EDUCATION,
Mittapalli(vill), Balinayanapalli(po),
Krishnagiri(Dt),
Pin-635108.

2. Website URL : www.stjoanscoe.org

3. For communication : joansclg@gmail.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Khadri Narasimhaiah	04343- 268299	04343- 268420	stjoans11109@yahoo.in
Vice-Principal S.Mangala	04343- 268299	04343- 268420	vinaimangalavesh78@gmail.com
Self - appraisal Co-ordinator. R.senthil	04343- 268299	04343- 268420	rsenthil25@gmail.com

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Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Khadri Narasimhaiah	04343-268299	9159054554
Vice-Principal S.Mangala	04343-268299	9994775874
Self - appraisal Co-ordinator. R.senthil	04343-268299	9943106677

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

2Acres

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
12	2005

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

Tamilnadu Teachers Education University, Chennai, TamilNadu.

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

Month & Year

	MM	YYYY
2f	-	-

Month & Year

	MM	YYYY
12B	-	-

10. Type of Institution

- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specify and indicate)

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- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education
- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.,	Any Degree	Degree	1 Year	Tamil/English
iv.	Post Graduate			Diploma		
	Graduate	M.Ed.,	B.Ed.,	Degree	1 Year	Tamil/English
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.,	F.SRO/NCTE/B.Ed/2005-2006/4918, 24.12.2005		100
Post Graduate	***M.Ed.,	F.SRO/NCTE/M.Ed/2006-2007/14103/05.11.2007		35
Other (specify)				

(Additional rows may be inserted as per requirement)

***As per the order given by Tamilnadu Teachers Education University, Chennai, the colleges who have not accredited by NAAC can't admit the students in M.Ed., programme for the current academic year 2013-2014. So We St.Joan's College of Education, Krishnagiri, also not admits the students in M.Ed., Programme, in this academic year 2013-2014, for not getting the accreditation from NAAC.

So we are not able to give the details for M.Ed., in Self Appraisal Report for the academic year 2013-2014.

CRITERION-WISE INPUTS

Section-B
Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

2

b) Fee charged per programme

B.Ed.,

Rs.41, 500.

M.Ed.,

Rs.46, 500.

3. Are there programmes with semester system

No

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority?

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

D.Ed.

B.Ed.

Elective:

- 1.Environmental Education
- 2.HumanRights Education
- 3.Guidance and Counselling

Optional-I:

- 1.Teaching of Tamil Paper-I
2. Innovations in the Teaching of English
- 3.Content And Methods of Teaching Mathematics
- 4.Content And Methods of Teaching Physical Science
5. Content And Methods of Teaching Biological Science
6. Content And Methods of Teaching Computer Science

Optional-II:

1. Teaching of Tamil Paper-II
2. Content and Methods of Teaching English

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M.Ed. (Full Time)

Core Subjects:

1. Philosophical and Sociological Perspectives in Education.
2. Advanced Educational Psychology.
3. Research in Education.

GROUP I

1. Primary and Secondary Education
2. Teacher Education
3. Non Formal Education
4. Comparative Education

GROUP II

5. Curriculum Development and Instructional Technology
6. Women's Education
7. ICT in Education
8. Education for the Children with Special Needs

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	✓	Number	
-----	--	----	---	--------	--

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

Yes	✓	No		Number	2
-----	---	----	--	--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No		Number	2
-----	---	----	--	--------	---

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes		No	✓
-----	--	----	---

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

2 Years

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

Yes		No	✓
-----	--	----	---

Number	-
--------	---

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

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

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

Yes	✓	No	<input type="checkbox"/>
-----	---	----	--------------------------

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

Yes	✓	No	<input type="checkbox"/>
-----	---	----	--------------------------

Criterion II

Teaching-Learning and Evaluation

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

(If more than one method is followed, kindly specify the weightages)

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

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3. Total number of students admitted 2013-2014

Programme	Number of students			Reserved(SC/ST)			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	14	86	100	14	86	100	-	-	-
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

- a) Unit cost excluding salary component
- b) Unit cost including salary component

Rs. 19,760
Rs. 43,330

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

Programmes	Open		Reserved(SC/ST)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	88.72	44.32	79.40	55.49
M.Ed. (Full Time)	80.16	66.25	79.95	62.90
M.Ed. (Part Time)				

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	60%	26%	14%
M.Ed. (Full Time)	82%	-	18%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

b) Minimum number of pre-practice teaching lessons given by each student

0	3
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching.

4	1
---	---

b) Total number of practice teaching days

4	0
---	---

c) Minimum number of practice teaching lessons given by each student

4	0
---	---

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

No. of Lessons In simulation	No. 04	No. of Lessons Pre-practice teaching	No. 03
------------------------------	--------	--------------------------------------	--------

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)	-	100%
M.Ed. (Part Time)		

16. Examinations

a) Number of seasonal tests held for each paper

0	5
---	---

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b) Number of assignments for each paper

0	3
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)		✓

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

Yes	✓	No	
-----	---	----	--

Number	2
--------	---

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

Yes	✓	No	
-----	---	----	--

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

Compulsory Optional

Criterion III

Research, Consultancy and Extension

Criterion III: Research, Consultancy and Extension

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

Number	2	Percentage	15.38%
--------	---	------------	--------

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

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

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

--

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

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

(Incentive granted for acquiring additional research degree)

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals		✓	
National journals – referred papers Non referred papers		✓	
Academic articles in reputed magazines/news papers		✓	
Books		✓	
Any other (specify and indicate)			

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

Yes		No	✓	Number	----
-----	--	----	---	--------	------

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

	Faculty	Students
National /State seminars	15	-
International seminars	-	-
Any other academic forum	--	--

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



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Self-instructional materials	<input type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

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16. Does the institution provide consultancy services?

Yes

No

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

Free consultancy

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

Local level	✓
State level	✓
National level	
International level	

Criterion IV

Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

3532 Sq.mts

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab

Yes

No

b) Psychology lab

Yes

No

c) Science Lab(s)

Yes

No

d) Education Technology lab

Yes

No

e) Computer lab

Yes

No

f) Workshop for preparing
teaching aids

Yes

No

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

40

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

Rs. 52,000

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

Rs. 15,000

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

Rs.32,500

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

Rs. 1,20,000

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

Yes

No

9. Total number of posts sanctioned Open Reserved

	M	F	M	F
Teaching			6	7
Non-teaching			3	3

10. Total number of posts vacant Open Reserved

	M	F	M	F
Teaching	--	--	--	--
Non-teaching	--	--	--	--

11. a. Number of regular and permanent teachers

Open

Reserved

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(Gender-wise)

	M	F	M	F
Asst.Prof			4	7

	M	F	M	F
Professors			1	
	M	F	M	F
Readers			1	

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

Open Reserved

	M	F	M	F
Lecturers				

	M	F	M	F
Readers				

	M	F	M	F
Professors				

c. Number of teachers from

Same state

12

Other states

1

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:8

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

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent				2	2
Temporary					

b. Technical Assistants

Permanent		M	F	M	F
				1	1
Temporary		M	F	M	F

14. Ratio of Teaching – non-teaching staff

2:1

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

77.07%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days 9.00 A.M to 5.00 P.M

On holidays ---

During examinations 9.00 A.M to 5.00 P.M

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18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books	6751
- Text books	1983
- Reference books	594
- General books	4174
b. Magazines	8
e. Journals subscribed	
- Indian journals	11
- Foreign journals	1
f. Peer reviewed journals	-
g. Back volumes of journals	-
h. E-information resources	
- Online journals/e-journals	-
- CDs/ DVDs	54
- Databases	---
- Video Cassettes	-
- Audio Cassettes	-

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20. Mention the

Total carpet area of the Library (in sq. mts.)

90sqmts

Seating capacity of the Reading room

40

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	-
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	-
Inter-library borrowing	-
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	-

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23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

16

Maximum numbers of days' books are permitted to be retained

by students

7 Days

by faculty

14 Days

Maximum number of books permitted for issue

for students

02

for faculty

04

Average number of users who visited/consulted per month

432

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

1:47

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

1.6%

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

Year →	I (2010-2011)		II (2011-2012)		III (2012-2013)	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	177	32,037	192	42,432	203	51,156
Other books	07	1,267	11	2,475	09	2124
Journals/ Periodicals	09	2,250	8	5,400	7	4,720
Any others specify and indicate						

Criterion V

Student Support and Progression

Criterion V: Student Support and Progression

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

Programmes	2012-2013	2011-2012	2010-2011
D.Ed.			
B.Ed.	NIL	NIL	NIL
M.Ed. (Full Time)	NIL	NIL	NIL
M.Ed. (Part Time)			

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

Yes	✓	No	
-----	---	----	--

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

1 : 8

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	UG			PG		
	2012-2013	2011-2012	2010-2011	2012-2013	2011-2012	2010-2011
Pass percentage	100%	100%	100%	95.37%	97.14%	96.97%
Number of first classes	72	75	70	20	17	22
Number of distinctions	21	20	19	7	8	4
Exemplary performances (Gold Medal and university ranks)	One district first rank	-		-	-	

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

NET	I	II	III
	-	--	--
SLET/SET	--	--	--
Any other (specify and indicate)	6	5	8
TET			

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

Financial Aid	2012-2013	2011-2012	2010-2011
Merit Scholarship	--	---	---
Merit-cum-means scholarship	--	--	--
Fee concession	6	5	7
Loan facilities	--	---	---
Any other specify and indicate(SC/ST, Govt., Scholarship)	18	14	5

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
---------	-----	---	----	--

Non-teaching staff	Yes	✓	No	
--------------------	-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

NIL

Women

NIL

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

Sports fields	<table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table>	Yes	✓	No	
Yes	✓	No			
Indoor sports facilities	<table border="1"><tr><td>Yes</td><td>✓</td><td>No</td><td></td></tr></table>	Yes	✓	No	
Yes	✓	No			
Gymnasium	<table border="1"><tr><td>Yes</td><td></td><td>No</td><td>✓</td></tr></table>	Yes		No	✓
Yes		No	✓		

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		9
Inter-university		✓				
National		✓				
Any other (specify and indicate) Intra college cultural activities	✓		4			

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	---	---
Regional	5	3
National	---	---
International	---	---

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18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2012

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2012-2013	2011-2012	2010-2011
Higher Studies	64.65%	56.12%	60.20%
Employment	28.29%	39.79%	25.51%
Teaching	23.24%	36.73%	24.49%
Non-teaching	05.06%	03.06%	01.02%

23. Is there a placement cell in the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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If yes, how many students were employed through placement cell during the past three years.

2012-2013	2011-2012	2010-2011
7	4	3

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

- | | Yes | No |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Criterion VI

Governance and Leadership

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

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

Governing Body/management	1
Staff council	6
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	2

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

0	0	3
---	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

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

National

---	--	---
-----	----	-----

International

---	--	---
-----	----	-----

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

0	0	3
---	---	---

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d. Number of Seminars/ workshops/symposia on curricular development,

Teaching- learning, Assessment, etc. organized by the institution

0	0	5
---	---	---

e. Research development programmes attended by the faculty

---	--	2
-----	----	---

f. Invited/endowment lectures at the institution

0	0	6
---	---	---

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

Three hours per week

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

Grant-in-aid	---
Fees	Rs.57,30,000 /-
Donation	---
Self-funded courses	---
Any other (specify and indicate)	---

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	58.28	56.34
% spent on the salary of non-teaching employees	18.79	16.11
% spent on books and journals	1.80	1.95
% spent on developmental activities (expansion of building)	3.76	7.76
% spent on telephone, electricity and water	4.21	4.10
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.03	3.98
% spent on maintenance of equipment, teaching aids, contingency etc.	2.20	2.25
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.89	3.50
% spent on travel	2.41	2.80
Any other	1.63	1.21
Total expenditure incurred	100%	100%

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

Surplus in Rs.	Deficit in Rs.
NIL	NIL
NIL	NIL
NIL	NIL

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Yes</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">✓</td> <td style="border: 1px solid black; padding: 2px;">No</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			
Finance	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Yes</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">✓</td> <td style="border: 1px solid black; padding: 2px;">No</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			
Student Records	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Yes</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">✓</td> <td style="border: 1px solid black; padding: 2px;">No</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			
Career Counseling	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Yes</td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; padding: 2px;">No</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">✓</td> </tr> </table>	Yes		No	✓
Yes		No	✓		
Aptitude Testing	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Yes</td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; padding: 2px;">No</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">✓</td> </tr> </table>	Yes		No	✓
Yes		No	✓		
Examinations/Evaluation/ Assessment	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Yes</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">✓</td> <td style="border: 1px solid black; padding: 2px;">No</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			

SELF APPRAISAL REPORT

Any other (specify and indicate)

Yes		No	
-----	--	----	--

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a) for teachers
- b) for students
- c) for non - teaching staff

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

Yes No

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

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII

Innovative Practices

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms?

Yes No

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

Yes No

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

B.Ed., - 2013 -2014

	Category	Men	%	Women	%
a	SC	-	-	10	10
b	ST	-		-	-
c	OBC/MBC	04	04	37	37
d	BC	10	10	39	39
e	Physically challenged	-		-	
f	General Category	-		-	
g	Rural	11	11	70	70
h	Urban	03	03	16	16
i	Any other (specify)	-		-	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	15.38	1	14.28
b	ST	-	-	-	-
c	OBC/BC	7	53.85	4	57.14
d	Women	7	53.85		
e	Physically challenged	-	-	-	-
f	General Category	-	-	-	-
g	Any other-MBC (specify)	4	30.77	2	28.57

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

B.Ed.,

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	72.50%	76.82%	84.76%	88.43%
ST	-	-	-	-
OBC/MBC	69.15%	70.72%	71.43%	72.23%
BC	79.78%	71.50%	82.13%	87.16%
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	-	-	-	-

Part – II

The Evaluative Report

1. Executive Summary

ST.JOAN'S COLLEGE OF EDUCATION

St. Joan's College of Education is founded by St.Joan's Educational Trust

The Founder of the Trust and Chairman of St. Joan's College of Education is Dr.P.Selvam, who is an academician with rich experience in teaching and he is a keen social activist and visionary, felt that he should contribute his might to the betterment of the society as a part of his social commitment. This he felt, could be achieved by promoting Educational Institutions that impart high quality knowledge at an affordable cost so that the middle class, the less privileged and the underprivileged could get more benefits.

Globalization of Education and the Paradigm shift in teaching methodology have inspired the Trust to foster top-notch edification in multifarious spheres of learning. As a step towards materializing this dream, the Trust has founded "St. Joan's College of Education" to provide quality education and training to students in teacher training to prepare them to come up in the highly competitive educational fields. The academic ambience at St. Joan's College of Education will steer the students to achieve their best.

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This will be a great change for the young teachers to create and guide the next generation of the nation in the high direction. The College offers an excellent arena for the teachers to be professionally trained and uphold the ethical values with the moral conviction. These cultural values will be imported to the students along with commitment in the academy.

The college is established to serve the society so the college is always ready. Community of this area appreciates the contribution of our college in the field of enhancement of quality education, literacy, health awareness, social reforms etc.

Criterion-wise analysis

Criterion-I Curricular Aspects

1.1 Curricular Design and Development

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

The institution has been developed with the following objectives:

- To make the student teachers acquire relevant knowledge, skills and attitude in pedagogical methods and preparing them to become role models in class rooms.
- To strengthen the skills of student teachers in classroom and school management.
- To provide quality education to the youth for today and tomorrow
- To inspire students for lifelong learning.
- To inculcate moral values among the student teachers.

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2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Our college ensures the continuing relevance of its programmes and seeks to modify the existing courses to meet the emerging needs. Our college is mandated to follow the curriculum prescribed by the affiliating University. However it makes efforts to assess the existing curriculum, remove the deadwood, bring in modifications, and update the existing curriculum and to make it more effective and efficient from student teacher's point of view, within the limits of its functioning/jurisdiction. And the institute takes the feedbacks about the curriculum from the faculties, students, alumni.

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

The global trends in teacher education are reflected in the curriculum through the inclusion of new topics in the academic subjects. Since the University prescribes the syllabus the institution does not have the freedom to modify the course content, however, additional activities were included like: computer training is provided for those who lack computer knowledge. The Practice teaching provides the student teachers with an opportunity to prepare lessons in their subjects using technology. Workshops, Seminars and rallies on varied issues like value education, yoga, anger management, HIV, Co-operative learning, Pedagogical analysis, Transactional analysis, Stress management, etc all these activities were conducted keeping the global needs and demands in mind.

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

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Curriculum meant for imparting education in this teacher education institution is very broad. It focuses on environmental cleanliness, plantation, gardening, sanitation, etc. Value education is given as an integral part of our curriculum through specific classes meant for it. Modern technologies like Computers, Internet facilities, etc. are being facilitated to the learners to expand the horizon of their knowledge and skill.

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

Yes the institute makes use of ICT for curricular planning such as in preparation of synopsis; Lesson plans PPTs, timetables, academic calendars. These are distributed among students. Students use computers, internet, LCD Projectors so that they get prepared for communication on academic matters at global level.

1.2 Academic Flexibility

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

The institution provides micro teaching, practice teaching, demonstration classes, criticism lessons, block teaching and also organizes various programmes like Seminar, Workshop extra-mural talks, lectures by guest faculties.

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

The institute deploys action plans to achieve the objectives. Classroom teaching is supplemented with seminars, projects and study tours to enrich the knowledge of faculty as well as students. Extracurricular activities are held to develop aesthetic potential and team spirit among the students.

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3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the students. Communication and ICT skills are developed through the effective implementation of curriculum. Where basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well. Student-teachers professional skills are developed through the skill of chalk board writing, preparing of teaching aids, handling of available equipments and work experience. There are many papers in which there is ample scope for providing life skills, value education, community, professional and social skills etc. Along with these specified in the curriculum specified by University The institution runs mainly Three foundation courses to Develop communication skills(verbal &written),ICT skills, Community orientation, Social responsibility etc. These are English Spoken Course, Personality development Programme and Basic course on Computers.

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

- Multidisciplinary
- Multi skill development
- Practice teaching
- School experience/ internship
- Work experience /SUPW

Approach to curriculum transaction in the classroom and outside classroom. For Multi-skill development the institution conducts various curricular, co-curricular and

SELF APPRAISAL REPORT

extracurricular programmes with a view to ensuring development of different skills in the student-teachers. Unit Test, Class test, demonstration classes, laboratory activities, etc. are being taken up for all the learners irrespective of their capabilities. The slow learners are given timely feedback here to keep space with their other classmates. The parent teacher meetings are conducted twice in a year to discuss the problems of the learners. Practice teaching is being carried on about for forty days for the students in various high schools of locality for improving the skills of teaching. Each and every student has to deliver at least 40 lessons in any two method subjects opted by them, practice-teaching classes are being supervised by the teacher-educators of the college and they render necessary guidance to the student-teachers. The students are given school teaching experience during pre-internship and internship. It can definitely be helpful to them in their working life in future as a teacher. After pre internship, student-teachers are being allotted to different schools for internship. They are kept under the control of head of school and they are to work under the direction of the head/Principal of the school and act like regular teacher for the total period. Since they do everything like the regular teacher of the school, they gain a lot of experiences. In the college time table, classes are allotted to the learners for the promotion of their work experiences through gardening, craft works, community works, sanitation and other creative activities.

1.3 Feedback on Curriculum

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

Feedback from practice-teaching schools, teachers, principals, students, alumni and faculty members are obtained. Their suggestions are implemented for effective presentation of the content.

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

Every year the feedbacks from the student-teachers provided through the Suggestion Box are collected and then their views are discussed. The college administration used to communicate the feedback received and changes needed to the University.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

As the institution is a self – financed institution so only timely suggestions are referred to the university.

1.4 Curriculum Update

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

The curriculum has been revised in 2009-2010; these changes have contributed to the quality of the syllabus.

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

Curriculum is developed and designed by the University.

1.5 Best Practices in curricular Aspects

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

The college has been organising various programmes, seminars, workshops every year for students. The students are required to present paper on the concerned topics moreover; the college invites some experts for giving to the students' special instruction regarding the subject matter.

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

Organizing functions and meetings through the elected office bearers of such association, Inviting guest lecturers to deliver lectures on thrust areas, Arranging educational field trips, Motivating the students to participate in co-curricular and extra-curricular activities, Organizing sports meet in the campus, Conducting placement training programmes every year, Arranging for campus interview, Conducting yoga and meditation programmes, Organizing Awareness programmes, Conducting Personality Development programmes.

Criterion II-Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Every year the government of Tamilnadu releases the G.O for admitting the students in the B.Ed., course. As per the G.O. of the state government and guidelines of Tamilnadu Teachers Education University the college conducts its admission process. The admission committee conducts the admission as per G.O. and guidelines of Tamilnadu government. The students will be selected on the basis of merit at the qualifying examination and interview with the admission committee members.

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

The program offered by the institution is advertised through the newspapers both English & Tamil, and advertisements on local cable network in adjoining areas.

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

The institute develops the merit list from the applicants who are applied for the admission in our institute. From that merit list, the admission will be done as per government G.O. for admission and as well as norms for admission given by NCTE.

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4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The institution follows same condition and criteria for all students to be admitted in the B.Ed. Course irrespective of their socio-economic background, caste, status, religion, gender, physical disability and linguistic difference.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

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

2.2 Catering to Diverse Needs

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

For creating an overall environment conducive to learning and development of the student teacher, Assembly, Prayer, Yoga, Meditation programs are conducted.

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

The college has been conducting different activities for overall development of students. It adopts learner-centered process to cater to the diverse needs of the students. The institution provides curricular programmes as well as extracurricular activities for students. Apart from classroom teaching, to broaden the vision and depth of the

SELF APPRAISAL REPORT

students, the institution offers programmes like, sports, cultural activities, community service, yoga etc.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Co-curricular activities. Seminars, workshops and training programme, students are also given challenging assignments, Asked to handle seminars in their class. They are also advised to write competitive examinations

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

1. The faculty members are recruited not only for their academic skills but also for their social consciousness and the ability to communicate.
2. In addition, for taking care of education of children with special needs in an inclusive environment teacher possess special skills, particularly, the ability of identifying the learning need of each child and selection of learning aids appropriate for that child.
3. The Management encourages staff to do research. Duty leave is granted to staff to participate in seminars, workshops. Financial assistance is given if required. Faculty members are also encouraged to go outside state for seminars, conferences, workshops, etc.
4. Teachers are encouraged to have seminars in their subjects. Besides, seminars are also organized at the Institute level.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

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Conducting micro teachings, demonstration lesson, criticism classes, topic wise discussion, classroom tests, unit test, etc. are helpful to the student-teachers to develop their knowledge and skill related to diversity and inclusion applied for them effectively in classroom situation. The college provides scope to student-teachers to teach in the class under the supervision of teacher-educators. It is a platform to develop competence in teaching skill and confidence in self.

2.3 Teaching-Learning Process

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

The students receive appropriate academic and professional advice right from the commencement of the programme. They are given advice on learning process and use of reference books, journals, magazines, internet, etc. The students are given academic calendar every year which includes daily time table, weekly, monthly & model tests, period of teaching practice, tentative schedule of University Examinations both theory & practical etc. Such practices inculcate the habit of reading and learning continuously and also to acquire knowledge and skills which will help effective management of class room situations.

2. How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Through group discussions, projects, assignments, paper presentation, preparation of teaching aids and by organization of cultural and sports events.

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

The teacher educators adopts demonstration method, lecture cum discussion method, showing audio-visual aids, etc. in order to impart effective teaching and learning. Though the teachers mostly follow lecture method, yet they temper their teaching with question – answer methods, discussion etc. to facilitate teaching.

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

The institution has a provision for additional training in models of teaching before starting micro teaching and mega lesson in simulated conditions. Teacher educator gives a demonstration lesson on each skill and each teaching subject. In this programme a pupil teacher has to complete five lessons, one on each skill in each teaching subject, five general lessons and two discussion lessons in their teaching subjects. Pupil teachers are oriented to micro teaching, its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on core teaching skills, on introduction, questioning, explaining, illustration with example and stimulus variation discussion on different models/ aspects of teaching is held.

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

Micro-teaching technique is used in the Institute for developing various skills essential for effective and efficient teaching–learning process.

The student teachers practice following skills in their micro-teaching.

Skill of chalk blackboard

Skill of using teaching aid

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Skill of introducing the lesson

Illustration with Examples skill

Skill of questioning-(probing questioning, influencing questioning, and developmental questions)

Skill of Stimulus variation

All student teachers have to deliver one micro-teaching lesson on each teaching skill in the class room; before they take up teaching in the actual class room situation.

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

Student-teachers are given ample scope for having practice teaching in the practice teaching schools nearby training college. Practice-teaching of student-teachers are done after theoretical instruction of method teacher of the college and practical demonstration teaching made by the specific method teacher-educator. Before starting of practice teaching of student-teacher, one lesson of student teacher is treated as criticism lesson where the concerned student-teacher used to provide practice teaching for the first time. Necessary feedbacks are given to the student-teacher by the supervisor for their improvement. Then the student-teacher are allotted different schools to deliver practice teaching in about 40 classes, 20 in each subject under the direct supervision of teacher educators of the college. The teacher educator of the college try to improve the shortcomings of student teacher.

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

For internship, the student teacher is allotted schools in the close by localities. A request is sent to the selected schools for allowing the student-teachers of the Institute to practice their teaching. School-wise list of student-teachers is prepared in consultation with the student-teachers. School representatives selected from among the

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student teachers contact and coordinate with the Time-table coordinator of each school. School representatives accompanied by student teachers collect time table from the Time Table Coordinator. Once the time table is fixed, the student-teachers collect course content to be taught from the concerned teachers and commence teaching. In internship the student teachers work as staff member of the respective school and understand the workings of the school in academic aspects. They get real experience of the work being done by the teacher and principal of the School.

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

Yes, both the school staff and method teacher co-operatively take part in practice teaching. They also observe the performance of student-teacher and rectify the errors and omissions done by the student – teacher.

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

The College organizes seminars in which subject experts and practicing professionals transform their latest knowledge to our students. Students are encouraged to participate in seminars, workshops, conferences, etc. organized in other institutions also. Academic experts are invited to deliver guest lectures who enlighten our students about the latest developments in the subjects and the teaching methodologies. The students are encouraged to prepare case – studies and project reports.

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

The Educational Technology Laboratory equipped with Multi-media Projector, Computers, Video/Audio CDs, CD-ROMs on different school subjects are at the disposal of the student teachers and faculty members. The staff members exemplify their use. Student-teachers are trained in the art and technique of giving lessons by using latest technology in education. Student-teachers are required to use the computer

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and develop their own presentation. The student teachers are free to take material and equipments (OHP, Power Point Projector, etc) required for practical or to be used as teaching aids from the Institute labs for effective presentation of their lesson. Student-teachers may opt to deliver at least one lesson-plan using computers (PowerPoint Presentation).

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

The serving teachers of the practice-teaching schools are effectively involved in the internship sessions right from developing the lessons plans down to delivery of the lessons, and even beyond the classrooms. Before the commencement of the school based activities, one day workshop is arranged with the Principal and one teacher of each associated school, at our Institute. The sole aim of the orientation is to seek and provide guidance.

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

There are 100 student teachers in our college. The ratio of student teachers to practice teaching schools is 3:1 or 4:1 in our college. The ratio has been decided on the basis of the total number of student teachers of our college and the number of near by schools which permit our students to take practice teaching in their schools.

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

The teacher in the classroom, in the lab, provides feedback to the students. Sometimes the pupil-teachers are given feedback of reinforcement, stimulus – variation, probing, etc. in demonstration lesson, micro teaching, practice teaching and project work.

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

The changes suggested by N.C.T.E. are also passed on to the student teachers for a proper understanding and implementation of the policy directions. Any changes in curriculum, examination reforms, and teaching methods are conveyed to the students in the classrooms as part of curriculum teaching. Student-teachers are provided with the latest information about the class-subject-content area and school by the teacher educators and subject teachers of the school concerned.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The teacher-educators and student-teacher of the Institute are enabled to keep pace with the recent developments in the school subjects and teaching methodology. The Institute has a broad-band internet service and a separate Internet facility to provide this facility to the majority of the students. Through the use of the Internet, our faculty keeps pace with the urban faculty about the recent developments in the subjects. The Institute teachers refer to the newsletters of different organizations relating to the school education and journals on education. Teacher educators are also informed by the principal on the latest information regarding school education. The teacher educators and the principal keep themselves in touch with the latest information through channels of the principals of good schools. The students are motivated to read related material. Special talks are also arranged to keep students posted with the latest developments that concern them.

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

Faculty Development Programmes are organized in the college. Similarly, our faculty members are sponsored for faculty development programs organized in other institutions also. Teachers are given study holidays and also leave to carry out their research work or to collect data relating to their research.

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

Our institution is rewarding a cash award for producing state and district ranks for all faculties including the principal. Extracurricular participating teacher will be awarded. Sports activity participant teacher is also honored.

2.5 Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The college is situated in a neat and clean surrounding and housed in a pollution free environment in a well constructed building with all infrastructural facilities conducive for the conduct of teacher education programme. Students enjoy the facility of dropping in their suggestions, complaints in complaint box. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analyzed and worked upon. Faculty members identify Learning barriers during classroom interaction. During tutorial periods, group as well as individual problems are discussed and addressed. Individual grievances are addressed by the grievance cell and dealt accordingly. Access to technology has been discussed above.

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2. Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

Through unit test as internal assessment, general test, university test at the end of the academic session practical tests, etc. are being conducted for assessing student performance. Marks are given to the students of their test.

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

On the basis of internal assessment done through units tests student teachers are informed about their level of performance and guidance is given for improvement. Internal examination and revision test evaluation result are also shown to the student teachers and their weaknesses are discussed personally and they are given suggestions for improvement and are motivated for better performance.

4. How is ICT used in assessment and evaluation processes?

The total internal assessment process outputs are entered in the computer. This database helps the processing easy and objective. ICT is used to prepare the assessment questions. Even the various types of questions have been developed by using the ICT. Mostly the evaluation of the all assessments will be done by the teaching staff. The results of all assessments recorded through ICT.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

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The institution is providing very cordial and friendly pattern of instruction and evaluation. The students are well detailed about the teaching skills by conducting workshop on lesson-plan. Each and every aspect like arranging subject matter, framing specific objectives, methodology to be used, and preparation of learning aids like charts, one dimensional, two dimensional, three dimensional, improvised models, evaluation of lesson plan, micro-lesson planning is well demonstrated by teacher educators. Special tests in which student-teachers are divided into a group of 20 each are allotted with one or two questions and they prepare for the same. They are evaluated and remedial steps are also taken. This technique helps much to prepare for final exams and reducing stress and anxiety of Exams.

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

The institute has latest sound system, LCD Projector, Slide Projector, Overhead Projector, CDs, DVDs along with chart, maps and models are used for effective delivery of instructions in the class room. Individual attention and interaction with entire class is emphasized.

Criterion -III Research, Consultancy and Extension

3.1 Promotion of Research

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

Special Increment for faculty on obtaining Ph.D / M.Phil / NET. Registration fee is paid by the management for attending Seminars / Workshops etc.

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

Educational psychology, Measurement and Evaluation, Teacher Education, Child Education, Social Education, Educational Technology, Educational Administration, Teachers role and responsibilities, Environment, Women education, Value education are the priority areas of research. Through small projects, assignments and action researches, institute tries to develop research aptitude among B.Ed. students as well as staff.

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

The Action Research is conducted by the student-teachers during their internship programme in actual class-room teaching. The areas covered in action research are academic, methods and strategies applied by the teacher and behavioural problems of the students. On the selected topics, the student-teachers make a survey to find out the facts by interacting with the principal, students, teacher of the school, etc. and analyzed the collected data. Brief report on the analysis is prepared and submitted to the respective teacher in-charges.

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

The staff members are allowed to attend the Seminar and Workshops. The staff are being paid TA and DA from the college for attending the Seminars and Workshops. Two seminars and one workshop have been organized by our institution. Our staff attended and presented papers in more than ten to fifteen programs.

3.2 Research and Publication Output

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

Our college acquired Power Point Projector, developed Video-graphic facility, different educational CD's, etc. as teaching aids. Workshop activity is compulsory for preparing teaching learning materials to be used by the student teachers. In addition, our college has developed materials like audio and video materials, guideline materials and teaching aids.

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

CD's and OHP slides (transparency) are available in the Institute for Developing Instructional materials. The Institute has Science lab, Teaching Aid Workshop and ICT Laboratory for developing teaching aid materials. The Science laboratory is equipped with science practical of the secondary and higher secondary level. The student - teacher do the experiments in the science laboratory before school-based practice as preparation of lessons. They even take the equipments for the experiments to the schools for demonstration. Different models required as teaching support are prepared

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in the Teaching Aid Workshop. The ICT Laboratory has all the modern gadgets including ICT enabled tools for preparing teaching materials in e-form.

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

Yes, in every subject CDs, Video recording of teaching of good student teachers, power point presentations/slides, transparencies, etc. are developed by the institution. Besides teaching various topics of curriculum, these are also used during teaching practice and seminars. Moreover, internet facilities are always available for teachers and students. Students are also encouraged to make/ present their assignments, lesson plans by using ICT for delivering lesson in the final skill in teaching exams and also developed number of power point presentations in every teaching subject. Students have developed a number of power point presentations.

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

Our college proposes to organize computer training programmes for the staff and students. All members of staff will be asked and encouraged to attend such programmes. The programme focuses on the use of computer for developing material, either through down loading or through the use of guidelines as available on different websites for developing such material. Workshops on development of Audio- visual aids are regularly organized. Financial liabilities for such programmes are borne by the college.

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

Our faculty members didn't publish any article in journals. We take steps to make our faculties to publish articles in journals.

6. Give details of the awards, honors and patents received by the faculty members in last five years.

No such awards yet received by our faculty.

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

NIL

3.3 Consultancy

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

For our own college students, the institution provides consultancy in many areas. The lists are consultancy in Family adjustment, Educational and Vocational guidance and counseling, and also career guidance for higher secondary students, environmental awareness to nearby villages

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, the staff members of the Institute have requisite qualifications and experience in the field of education to provide consultancy and guidance to the neighbourhood schools.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

It is done free of cost as service. Staff members are service minded. They willingly do free consultancy for the welfare of the community.

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

It is done free of cost as service.

3.4 Extension Activities

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

Community has benefited by the institution as follows:

- Sharing of human expertise.
- Sharing of material resources.
- Resource Persons to various institutions on different capacities.
- Participation of the community in the institution in observance of all the days of National and International importance throughout the year, like Independence day, Gandhi Jayanti, Teacher's Day, Republic Day, International Woman's Day, AIDS Day, etc.
- Liberal access to library by alumni and various stakeholders.
- The College premise is given to the local administration for Election and other purposes.

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

The community interacts with Our College through alumni and the students. Besides, the community members are invited as guests on occasions and events. Their observations and interest have been found beneficial for our college. The community lends active support while students carry on their extension activities in the surrounding localities. Participation of community in programmes encouraged spirit of competence and enthusiasm towards life. School networking is in place. It helps in providing teaching practice for students. Our college's school networking definitely helps in future for the placement of our students. Students have, in the past, been offered jobs through school networking.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

- Organising General Awareness Camp in rural areas.
- Organise Blood Donation Camp in collaboration with Red Cross Society/Rotary club.
- Environmental Awareness

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

No

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

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Social and citizenship values are developed through various ways, which include, Social values taught through hidden curriculum. Through talks by the Principal, seniors and faculty members. Showing CD's related to discrimination & women empowerment, Child labor, etc. Celebrating festivals like Science Day, International Women's Day, World Health Day, Teachers day, Independence Day, Republic Day, New Year's day, Deepawali, Eid, etc. The curricular and co-curricular activities are also instrumental in inculcating required values. There is inbuilt emphasis on democratic values, responsible citizenship, and an awareness of human rights for inculcating these values.

3.5 Collaborations

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

The Institute is a member of the Indian Red Cross Society. The Society helps the Institute in arranging blood donation camps and making the students and faculty members to become members of the Indian Red Cross Society.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

No.

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

- a) Curriculum Development
- b) Teaching
- c) Training
- d) Practice Teaching
- e) Research
- f) Consultancy

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- g) Extension
- h) Publication
- i) Student Placement.

The whole B.Ed. teaching programme is enriched through such linkages with various institutions. These linkages help us to understand the new and recent trends concerning curriculum development, teaching, training, teaching practice, remedial teaching, evaluation, student placement etc. Some of the seminars were directly linked with curriculum; subject matter of B.Ed. Linkages with schools enables us to understand the problems, requirement and expectations of schools from a teacher. Although as mentioned earlier, we strictly followed the curriculum as prescribed by TNTE University, Chennai under, NCTE, UGC guidelines. Student-teachers are trained in various skills through seminars, workshops in collaboration with various institutions which help in the improvement of quality of teaching and thus making teaching learning process interesting and effective. During their teaching practice student-teachers get the practical knowledge and experience of the various requirements, demands and expectations of schools, thereby enables the students to understand their requirements. Linkages with schools during practice teaching help in recognising the problems of children like in vocabulary, spelling mistakes, pronunciation in languages, mathematical solving abilities, etc. and taking up action research and suggesting them ways to improve them.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

Institute has linkages with many schools catering to the needs of diverse communities. Student teachers are allowed to visit and collect data related to the assigned problems which strengthen the links among institute, school and community.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

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Before the school based practice teaching, the faculty and the student - teachers interact with the school personnel to chalk out the activities to be carried out during practice teaching. At the time of practice teaching of our student - teachers, our faculty remains present at the respective school to supervise the performance of the student - teachers. Even the practice teaching is evaluated by the teachers of the respective school and feedback is given on their performance. The feedback helps in improving the student - teachers for enhancing the performance.

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

We have very cordial relations with other institutions. The institute works in coordination with them for some activities. The college has collaboration with schools in respect of teaching practice and it also provides expertise in subject matter and pedagogy to the schools. College also has collaboration with other colleges in terms of sending faculty members to workshops, seminars, examination duties and providing expertise and delivering lectures during faculty exchange programme in different fields. Several faculty members are also invited to act as evaluators, judges in various programmes and competitions. College collaborates with University faculty by inviting them for extension lectures and as resource persons in seminars, etc. Such interactions yield mutual benefits in the form of updating the knowledge.

3.6. Best Practices in Research, Consultancy and Extension

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

The institute has well equipped ICT resource centre, Psychology resource centre and computerized departmental as well as central library enriched with quality books to enhance the quality of research.

Extension activities are encouraged through adult education programmes, awareness campaigns etc.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

The Institute encourages all faculty members to undertake research. The Institute provides flexibility in teaching schedule to the faculty doing research. Some of our faculty members provide honorary consultancy to educational institutions. In extension activities, the Institute in association with NGOs organize camps, tree plantations, Female Foeticide, Awareness Programmes, etc. The Institute's students take a programme of street plays and Block Teaching and even with the collaboration of the other Institutes. The street plays convey the message of moral and ethical values of the society and about the emerging values of human rights.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes, the institution has The Physical Infrastructure as per NCTE Norms.

- The institution possesses 2Acres of exclusive well demarcated land out of which 3532sqmts is the built up area.
- Classrooms which are spacious, well-ventilated, having comfortable seating arrangements with well lightning system.
- Multipurpose Hall with seating capacity of two hundred.
- Library and Reading Room.
- ICT lab, Language lab, Psychology lab, Science labs, Mathematics Resource Centre, Art and Craft Resource Centre, Health and Physical Resource Centre and a Music Room.
- Principal's Office spacious and well furnished.
- Staff Room: Well equipped having comfortable seating arrangement with neat and clean attached washrooms.
- Administrative Office: Well equipped with communication facilities and sufficient storage area for official records.
- Canteen: Separate seating for staff and students equipped with proper furniture.
- Store Rooms.
- Toilet Facility: Neat and clean washrooms separately for staff and students with washbasins.

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- Visitor Room
- Parking Place: Huge and spacious parking facility for four wheelers and two wheelers with covered shed.
- Open space for lawns, gardening activities, etc. is there for various eco-friendly activities.
- Guidance and Placement Cell.
- Sick Room. Girls Common Room.
- Grievance Cell Room.
- Safeguard against fire hazard is provided in various parts of the building.
- The institutional campus, building, furniture, etc. is barrier free.
- The institutional campus, building, furniture etc. is also friendly for the disabled ones too.

Annually Sufficient Budget is allocated for enhancement and maintenance of the building. Master Plan of the institution is enclosed in the annexure.

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

Maintenance and need for augmenting the infrastructure is carried out by the institute administration promptly as and when need arises.

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

The Institution is having following infrastructure facilities for co-curricular activities and extracurricular activities including games and sports:-

1. Spacious Play Ground
2. Seminar Hall/ Multipurpose Hall
3. Chess, Carom & T.T Room
4. Basket Ball Court
5. Kho-Kho Facility

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6. Space for Yoga

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

Play ground, Hostel and canteen is shared with our sister concerns.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

- College is situated with green and serene surroundings.
- Separate girl's common room provides a place for relaxation to the students.
- Toilets and washbasins for students are well maintained with utmost care. Sufficient numbers of sweepers are engaged in this work.
- The staff room of the college is very well managed with two toilets and wash room facilities for men and women, well-sitting arrangement with ample space for work. Its proper cleanliness is ensured and is disinfected from time to time.
- Canteen and toilets. The college canteen is also a place where students feel like sitting and spending their lunch time. The environment of the canteen is neat and clean. For providing clean drinking water, water coolers are fitted with good quality of water filters.
- First aid facility is also available with the college. In case of any need students can take rest in sick room. Emergency cases are referred to Govt. Hospital.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes hostel facility is available. It is shared with our sister concern. Our hostel has sufficient number of rooms. In our hostel there is a separate room for television watching.

4.2 Maintenance of Infrastructure

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

Total sanctioned Budget		
% spent on the salary of faculty	58.28	56.34
% spent on the salary of non-teaching employees	18.79	16.11
% spent on books and journals	1.80	1.95
% spent on developmental activities (expansion of building)	3.76	7.76
% spent on telephone, electricity and water	4.21	4.10
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.03	3.98
% spent on maintenance of equipment, teaching aids, contingency etc.	2.20	2.25
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.89	3.50
% spent on travel	2.41	2.80
Any other	1.63	1.21
Total expenditure incurred	100%	100%

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

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Our college has sufficient space for carrying out curricular, co curricular and extra-curricular activities. Every week activities are organized in Multipurpose Hall, Seminar Hall and practical works are done in respective labs.

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

The electricity and power are optimally used and saved. The Institute takes due care and pays due consideration to the environmental issues associated with infrastructure. The Institute organizes some multifarious programmes every year wherein pupil teachers participate. These programmes include poster making, extempore speeches, decorations, display of best from waste, plantation and free distribution of trees to the nearby villages of the Institute, etc. Pupil- teachers are sensitized about the harmful effects of excessive use of pesticides, insecticides and chemicals in the agricultural fields. As a part of SUPW, students are encouraged to exhibit their creativity in making items which are least expensive and very useful. This also provides the students the concept of making Teaching Aids out of waste material. The Institute motivates and encourages its pupil teachers to organize environment awareness programs, Celebrate Eco Day, Plant saplings.

4.3 Library as a Learning Resource

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

Yes, The College has well qualified and efficient librarian along with one assistant. One computer, printer, photo copier machine has been provided to the library for technical support. National and International collection and Foreign journals are available in the library.

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

Books	6751
Magazines	8
Journals	12
CD's/DVD's	54
Photo copier	1
Scanner	1
Printer	1

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

The first priority to review and to take decisions is in the hands of Library Committee or Advisory Committee to Library. It is a regular feature of the library. It physically verifies each and every book in the stock. Principal has the authority to write off the books or other resources. Various decisions for removing the obsolete, outdated or moth eaten books are taken through Stock Verification Report. Relevance of intake of more books is also based on this report. The management of the college also plays a vital role in reviewing and decision making regarding the intake of library resources. It has its discretion in setting the budget, allocation of funds, setting the discounts and approval for the purchase.

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

No our library is not computerized now. But we have started to proceed for computerizing our library.

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5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the institute library has Computer for students to access the catalogue of books directly into the computer. Library also has Internet and photocopying facilities to the students as well as staff.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

Yes. The institution is making progress to develop the library network

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The college library opens from 9 am to 5.00 pm at every working day from Monday to Saturday except the Sunday and other declared holiday. However the provision to open the library on Sunday & holiday is made for special circumstances such as examination preparations, seminar, work shop organization etc.

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

The Institute has a mechanism in place to keep the staff and students informed of the new arrivals. Thus, information related to new arrivals in the library comes to the notice of staff and students through display racks.

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

Many staff members and students have donated their personal books to make this section more strong. Applications are invited from needy and poor students for availing this facility. These are then scrutinized for need base preference. The books are issued to needy students for the whole session.

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

Library staff gives all possible help to differently able (physically challenged) students.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

ICT facilities are available in the Institute. The details are given below:-

1. Computers
2. OHP Projectors
3. LCD Projectors
4. T.V
5. Music Recorder/player
6. Video camera
7. CD ROMs
8. Printer

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

Orientation on ICT, on MS office, MS Word, Power Point, MS Excel and MS Access is being done during the session. ICT is used extensively for Curricular Planning. The Teacher Educators plan their lessons on computers. Power point presentations are given and records are prepared. This is a major consideration for curricular design and planning. Curriculum has the provision of imparting computer skills.

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

There is a central computing facility and the resources with this facility are available to staff and students. Both students and staff use this facility to access the internet and also for other computer work. Further the central computer facility is also used for

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training purposes. Student teachers prepare PPTs, Transparencies and give presentation. Faculty too uses these technologies like Computer, LCD projectors, Internet, OHPs in daily teaching. Various activities are organized in the dept. with the use of these technologies.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The pupil teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching. The pupil teachers take help of the Educational Technology Lab for using ICT technology for preparing their practice teaching lessons. The pupil teachers prepare power point presentation of their lessons at the ET lab to be delivered during practice teaching. The pupil teachers prepare slides related to the curriculum, which is to be transacted in the classroom. They use technology of information communication in making different kinds of teaching aids. The pupil teachers prepare teaching models in the Teaching Aids Workshop to include in the practice teaching.

4.5 Other Facilities

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

The spirit of sharing is prevalent in the college. Teaching learning materials including teaching aids are offered to the practice teaching schools. Various technological resources like projectors, CD's, etc. are shared with community during Festivals, Elections, Private or Govt. Examinations, etc. College premises and other instructional material are also shared with community for various purposes. Library is also used by

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many students from other institutions and our alumni for consulting books, reference books and for their research work.

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Audio cassettes, CDs, DVDs, Slides, Transparencies, and various audio-video facilities are available with the institute. Student teachers are motivated to use these aids during micro teaching, simulation teaching and practice teaching. Student teachers are encouraged to use audio-visual materials to develop lesson plans, teaching aids, instructional strategies, etc., Student teachers use audio- video materials during practice teaching. They learn or try to adopt the expertise in teaching methods displayed in the C.Ds and D.V.Ds.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The various laboratories are:

Physical science lab

Biological science lab

Psychological lab

Computer lab

Educational Technology Lab

Language Lab

Art, craft, SUPW and music resource centre.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The college has multipurpose hall for organizing various competitions, common class and functions etc., is well maintained with the provision of various gadgets. The college has an Art and craft resource centre serve as a work shop for drawing and painting items, clay modeling items, decorative candles, collage making, poster preparation, etc. Various musical instruments are available and are kept well maintained in music room like Harmonium, Tabla etc. These are often used during Youth Festival, College Competitions and other cultural programmes. The sports room has provision for indoor games such as table tennis, carom, chess and badminton etc. Students are also taught the skills in outdoor games, such as kho-kho, volleyball, short put, discus throw and athletics, etc. in the college time.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

All classrooms have the facility for using equipments like mikes, projectors, OHP, screen board, etc. needed for use in teaching. These equipments are not fixed in the rooms as permanent fixtures. Our college has a plan to equip all the classrooms with permanent fixtures.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty seek to model and reflect best practices in the diversity of instruction by using LCD, OHP etc in the programme of classroom discussions, question-answer sessions, Brain Storming and seminar based study material prepared by faculty. Faculties are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids

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and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD player, OHP in pedagogy. The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners.

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

Workshops on ICT Skills are organized for students from time to time which enhance computer efficiency of the students. Students use new technology to make their Lesson Plans effective and informative. Institution also organizes Faculty Development Programmes from time to time to enhance and promote the knowledge of ICT among the faculty. Institution also provides to the staff and students the facility of browsing engines facilities and internet. The students and staff are free to use internet.

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

Students are encouraged to present news, thought for the day and speak on any current socio-political issue in the assembly. They are sent to different schools such as Govt. aided and Public schools to analyze the difference in working conditions and to adapt to the ever changing needs of the society. Self assessment situation are provided to the trainers. They assess other peers and in turn get their own assessment.

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

The B.Ed. department conducts orientation programmes to ensure that the students are receiving appropriate academic and professional advice from time to time. Tests are conducted to assess the student's preparedness for the programme.

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

The institution motivates the students by giving Certificate for participation in any activity, Prizes for holding prominent positions First, Second, Third and Consolation, Trophies For Group Activities and Medals for Sport Meet etc. Poor and needy students are provided financial help by giving SC/ST scholarship as per the policy of the State Government. The name of the students achieving position in various competitions either at College level/Inter -college/University level, is displayed on notice board and is duly announced in the morning assembly too so that others also get motivation. At the alumni association meet, past students narrate their experiences and success in their career. Also the examples of eminent alumni serve as motivation for the rest.

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

No drop outs.

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4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

Our college supports students in preparing for NET/SLET/TNPSC/TET examinations by conducting orientation classes during the tutorial sessions. Our college has a committed faculty dedicated for training students for appearing in such Examinations. Interactions of students with meritorious alumni being organized by our college also help them in preparing for competitive examinations.

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

	2012-2013	2011-2012	2010-2011
Higher Studies	64.65%	56.12%	60.20%
Employment	28.29%	39.79%	25.51%
Teaching	23.24%	36.73%	24.49%
Non-teaching	05.06%	03.06%	01.02%

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

There is no such provision of training, only the ideas are shared by student - teachers. The students are provided with ICT related facilities during their course of study.

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7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution has an active and effective placement cell which provides proper information regarding competitive examinations and vacancies. The staff members are willingly and readily available to guide the students. Job advertisements of different schools are displayed on a notice board especially meant for providing placement services to the students. The private schools approach the institute on their own for getting services of eligible candidates to be recommended by the college. The cell collects the information relating to the vacant posts available in the concerned schools and provides a list of teacher trainees eligible for teaching in schools and make recommendations.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

There is no system of campus recruitment in educational courses. The schools prefer to appoint their own students/alumni. Sometimes, selection of teachers is made before declaration of result. Many schools do not even advertise available vacancies in reputed newspapers. Moreover, many students prefer schools which are close to their living place. This is particularly true in the case of female students. In order overcome these problems the college management planned to use its alumni students for getting the details of vacancies in their school where they are working.

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

The Placement & Guidance Cell always remain in touch with practice teaching schools also and the students are placed in these schools also if vacancies exist in these schools.

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

The finances for Expenditure for in campus interviews, photocopying, recording, postage, stationary and other accessories required for the smooth functioning of the placement cell are borne by the institution. College has a Placement and Counselling Cell. Two members from faculty are in charge to carry out different activities. The non-teaching staff also assists the placement cell in-charges depending upon the nature of the work. The institute contacts the potential recruiters. ICT Lab with an internet connection, DVD player, OHP, LCD projector, interactive board, laptop, Slide Projector, educational CD's, Printer etc. are provided to the Placement cell as and when required to them.

5.2 Student Support

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

Planning of teaching-learning processes, co-curricular and other extracurricular programmes is done by developing an institute's academic calendar. Feedbacks from students are obtained in the printed form. Departmental meetings including staff and faculty are held in order to get suggestions for further improvement. Teachers prepare synopsis to specify the content to be taught. Faculty in-charge of various activities communicates the programme to the students with the concern of the head of the Institute.

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

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No different planning is done for physically challenged students for theory classes. However, they are provided adequate assistance during practice teaching.

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

There is a provision of tutorial system in which total strength of 100 students is divided into 9 tutorial groups. Every group is put under the charge of a teacher educator mentor who acts as a support system for the students. If a student is not up to the level, in a particular theory, skill, lesson, tutorial or has low attendance they are informed by their respective tutor in charge via progress report after first internal test. The mentors also provide guidance and counselling in academic, personal, psychological domains. Services to the students are rendered to those who are in need and grievance.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The teachers are provided with additional space in our college for establishing direct rapport with the needy students. They feel free to suggest any remedial, corrective, reformative steps which our college tries its level best to translate into material success. There is provision for attending various faculty development programs. Our college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of the assigned tasks.

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

Yes we have a website for our institution. The information such as management details governing bodies, results, admission details, infrastructure and amenities and courses offered are posted on the site. It is updated yearly ones and as and when necessity arises.

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

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Tutorial classes for weaker student - teachers are organized by the institute. Remedial programmes are organized for academically low achievers.

7. What specific teaching strategies are adopted for teaching

Individual attention and care is provided by the faculty members to both advanced and slow learners.

Advanced Learners

- Motivated to participate in extra-curricular and co-curricular activities, often as team leader.
- Interactive teaching strategies are adopted in the class which facilitates the learner's active participation.
- Assignments, Projects will be given.
- Advised to participate and present papers in Seminars.

Strategies Adopted for Teaching Slow Learners are as follows:

- Personal attention.
- Repeated assignments.
- Dealing with the expected questions in examinations by taking tests.
- Continuous evaluation.
- Providing notes.
- Positive and motivating attitude.
- The faculty members follow progress if slow learners are there, throughout the academic year.
- These students are given extra time for clearing the doubts faced by them and remedial teaching is done for them.
- High achievers and advanced learners are also motivated to help and assist them.

8. What are the various guidance and counseling services available to the students? Give details.

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Yes, there is a provision for following guidance and counseling in our college

- Academic guidance & counseling.
- Personal guidance & counseling.
- Career guidance & counseling.

All the above have been given by guidance and counseling cell and placement cell.

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

The Institution has Grievances Redressal Cell headed by the Principal, two teachers and two students - teachers as its members. The grievance Redressal Cell solves the student's problems from time to time. Suggestion boxes are placed in the institute to drop their grievance.

10. How is the progress of the candidates at different stages of programs monitored and advised?

The academic progress is monitored by Class responses, Daily revision of the previous topic covered, Oral tests, written tests, Assignments, Workshops on lesson planning, Pre-practice micro/macro lessons, Participation and presentation in Seminars and Conferences, Skills in teaching, etc. are the feature to monitor the progress of trainees. The cultural and social progress of the students is monitored through their participation in Talent Hunt, Morning Assembly, College Functions, different type of competitions such as quiz, literary, fine arts, skill in teaching and community work etc. organized from time to time. Such programmes help in imbibing the spirit of competition and sensitivity among the student-teachers.

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

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Prior to Practice teaching theoretical content essential for lesson planning like Aims, Objectives, Methods, Techniques, Skills etc. are made clear. Micro teaching begins and each student prepares 6 micro lesson plans based on different teaching skills. Simulation teaching begins and each student makes preparatory lesson plans. After Simulation teaching students are taken to schools for teaching in real situation. Lessons plans are pre-checked by the subject supervisors and observations by peers and faculty is properly carried out. Shortcomings are pointed out during observations and remarks are given in plan booklet so that they can improve in next plan.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
 - (i) List the current office bearers
 - (ii) Give the year of the last election
 - (iii) List Alumni Association activities of last two years.
 - (iv) Give details of the top ten alumni occupying prominent position.
 - (v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the college has its alumni association but not in the formal manner. The registration of this alumni association is in the process.

CURRENT OFFICE BEARERS :

Sivanantham	-	President
kanimozhi	-	Secretary
Madhumathi	-	Treasurer

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

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The institution always motivates the students and encourages them to participate in extra-curricular activities in following ways; detailed orientation regarding co-curricular activities in the beginning of session. Talent hunt programme is organized to encourage the students to participate in extracurricular activities. There are Lots of opportunity like paper presentation in morning assembly, debates, quizzes, rangoli, mehendi competition, gift wrapping, etc. for participation and organisation of activities. Our institute is making arrangements for comfortable conveyance and refreshment for taking them for outstation participation. Annual sports meet is also organized in which almost all the students are made to participate in one or another game/event. Student-teachers are also encouraged to participate in community outreach activities and services. This is another dimension of their professional preparation.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The College provides various opportunities to involve the students in various activities for presentation and publication of their material: Every year the institution's annual magazine is published towards the end of academic year. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. Student-teachers act as student editors of different sections of the magazine. This helps to promote leadership qualities, literary and creative interests of the students. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board. Teacher trainees are encouraged to write inspiring thoughts for each day. Teacher trainees are also encouraged to write articles in different publications like magazines, newspapers, etc.

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

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Yes. The college union was inaugurated on 29.8.2012

Soodamani.k (english)	President
Manisankar(Maths)	Vice President
Munirathinam. R(Computer Science)	Secretary
David Godson Emmanuel(Maths)	Sports Secretary
Hilda Gana Rosaline(Maths)	Camp Secretary
Sudha Lakshmi(Biological science)	SUPW secretary
Swathi(English)	Tour Secretary
Santhosh kumar(Tamil)	Cultural secretary

All the office bearers have excelled in their performance in their respective departments.

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

Our college has the provision of the Grievances Redressal Cell with students' representation on it. The student representatives pass the grievance of students to the faculty-in-charge who passes the information to the principal.

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

The student - teachers give feedbacks on course, infrastructure, and the staff performance in the Performa provided to them and the Principal/Chairman does a critical observation of evaluation of the filled Performa.

5.4 Best Practices in Student Support and Progression

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

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The best practices of the institution in Student Support and Progression are:

Good infrastructure and conducive learning environment, Guidance and Counselling Cell, Suggestion Box, Tutorial and House system, College Magazine, Alumni Association, Editorial Board, College Website, Grievance Redressal cell, Student-teachers representatives, Placement Cell, Student Council, Mentor System, Easy accessibility of the Principal and faculty members, Democratic environment, Educational visits and excursions, Participation in various co-curricular/extension activities, Facility for needy students to pay fees in installments and fee concessions, ICT Resource Centre, Recommendations of students for scholarships, Medical and First aid facility, Book bank facility, Multilingual facility, Remedial classes for weak students, Enrichment programmes for bright students, For student support and progression, the institution has qualified and experienced staff members.

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

VISION

- To promote Professional Ethics among Teachers
- To develop Holistic development among the students towards the motto of Devotion, Sacrifice, and Excellence.
- To equip the students as catalysts for the transformation of the society and Nation Building.

Mission

- To prepare the teachers capable of responding to the global social demands and meeting the challenges in Education.
- To address to the ever emerging issues and problems of school and teacher education and discover the remedial measures.
- Serving the humanity

VALUES

- To maintain a curriculum aimed at the acquisition of values and the discovery of truth
- To help students acquire a sensitivity to the views, lifestyles and beliefs of others
- To reign supreme both academically and professionally

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2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, our college serves the society by producing highly skilled teachers to serve all section of the society. The institute also provides aid to financially weaker students. There is a provision of assembly to inculcate the Indian values. Educational tours, action research, community work, environmental projects are assigned to the students to understand the socio-economic and environmental conditions of neighborhood society with reference to children education. The students undertake teaching classes at different schools like aided schools, Public schools etc. and get familiar to the different educational institutions traditions and values.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The Institute has established a number of cells / Committees / Board for effective and efficient transaction of teaching & learning process. Such as-

Admission Committee

Proctorial Board

Co-curricular Activities Committee

Editorial Board

Sports Committee

Library Committee

Grievance Redressal Cell

Internal Quality Assurance Cell

Alumni Association.

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

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The institution has adopted a well designed and systematic process of assigning responsibilities to its staff members. The emphasis is on decentralization and independence. The Principal in consultation with Management distribute work load to each member of staff keeping in view their potentialities and on the basis of their academic records, aptitudes, interests as well as the institutional regime, experience in teaching and other academic and curricular events, specialization, communication style and motivational level. At the onset of the session, all the staff members are apprised about their expected role in the functioning of the Institution. The allocated responsibilities are communicated to them through staff meetings. During the academic session, staff meetings and committee meetings are organized from time to time with an objective to assess the level of accomplishment and suggestions are invited from the staff members. Communication with staff is also established by conducting formal and informal meetings as and when needed. The Management looks after all the activities in totality and provides necessary resources. The day to day functioning of College is looked after by the Principal.

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

To gather information about the various aspects of our college functioning, head of the college relies on personal interaction with students, the faculty and nonteaching Staff, parents, information available in student feedback forms, self-appraisal forms of teachers and reports of parents meetings. The feedback-input is compiled, analyzed and a report is prepared for the perusal of the management. The principal meets the management at the start of academic session and seeks policy directives in the light of the report based on feedback and his own perception. The management issues necessary directives and makes the required resource available for meeting the changed or changing needs.

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6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The College identifies and addresses the barriers in achieving the vision/mission and goals in the following manner: Thinking on issues/problems, Developing and implementing mechanism in formal/informal/direct/indirect way, the frequent interactions between the Principal and Management serve as facilitator and catalyst, Various committees have been constituted for the smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reason for the barriers are mutually discussed by the various committees, head of the institution and management and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees deliberately works for various qualities related to the issues pertaining to teacher education being imparted by the Institution.

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

During the informal meetings between management and staff members and also in governing body meetings, the management considers the suggestions of the staff members, encourages, appreciates and supports involvement of the staff for improvement of the effectiveness and efficiency of the Institutional process. Management actively involves in professional growth of the faculty members by facilitating the organisation of Extension Lectures, Seminars, and Workshops on the campus and also encourages them to participate in various seminars, conferences, workshops organized off the campus by others. T.A/D.A is also provided to faculty members for participating in the same.

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

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Head of the Institute ensures that all academic, co-curricular & extra-curricular activities are held regularly and in time. Through regular meetings with committee members, students' problems if any are promptly resolved and discipline is maintained. To achieve the objectives of the institute and maximum utilization of resources for development of students a good feeling of team-work is developed. Professional accountability is appreciated.

6.2 Organizational Arrangements

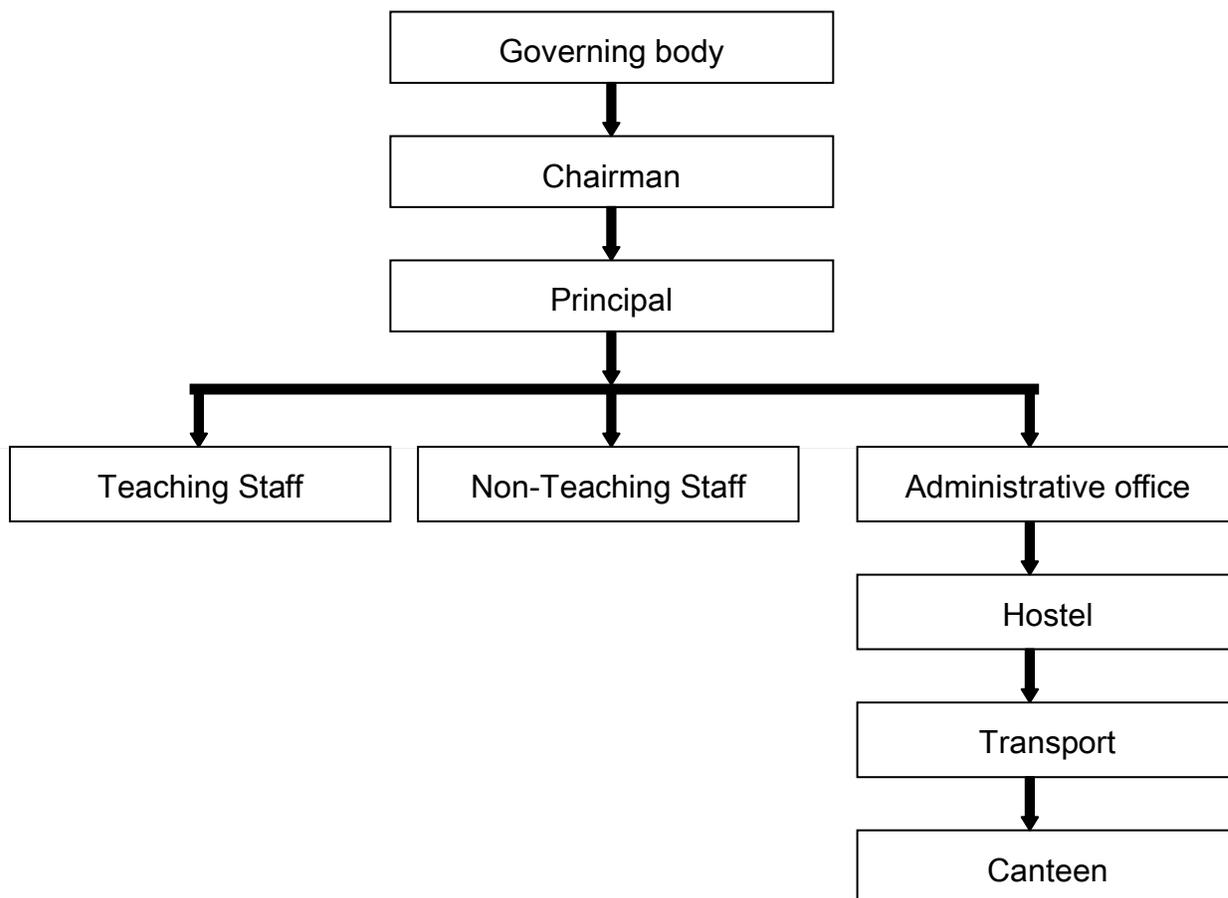
1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the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

The management and our college have constituted various committees for ensuring smooth functioning of the college and its activities. The meetings of various bodies were held several times a year and decisions of immediate and long term nature were reviewed, taken and implemented. Decisions regarding academic management are taken by Internal Quality Assurance Cell, Annual Calendar and Time Table Committee, Guidance and Counseling Committee, Admission Committee and Examination Committee. These committees met at regular intervals. Finance is a multi committee affair. That means all the functioning committees functions with the help of the finance given by the management. And all the committee and cells required money for its efficient actions. Finance is related to direct management issue. So the committee and cells give the requirements to the head of the institution, which he will bring those to the management. Matters concerning infrastructural requirements were taken up by the infrastructure committee, Library Committee, and Internal Quality Assurance Cell. The Library Committee met quarterly. Existing library resources were reviewed and decision was taken to procure new books and develop book bank. It directed to ensure the library as a zero-grievance area and wholesome service place for all its legitimate users. Proper maintenance of the infrastructure was another concern that was

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systematized and duly channelized. Provision of resources was likewise made. Decision was taken by Internal Quality Assurance Cell to update the infrastructure and bring it at par with the revised norms laid down by NCTE, Tamilnadu Teachers Education University.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.



3. To what extent is the administration decentralized? Give the structure and details of its functioning.

As shown various positions in the Organizational set up of the Institute and also the Committees which help in decentralizing the powers and responsibilities. Powers and responsibilities are delegated according to this hierarchy of the organization.

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

At the start of every academic session, the head of different quality schools of the area are requested to allow our pupil teachers for practice in their schools during the teaching practice phase. During and after the teaching practice the heads and teachers of practicing schools are requested for their general feedback regarding the performance of the pupil teachers. The suggestions are noted for successful organisation of the practice teaching programme and for quality improvement. Various seminars, workshops, exhibitions and extension lectures are organized. For this, eminent personalities are invited from different sections/departments and school personnel to ensure the quality of educational provisions and to improve the collaboration.

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

Yes, feedback from students is obtained through the feedback forms. Other feedbacks including those of teachers are obtained through meeting and discussions. Feedback and suggestions of the concerned school teachers and principal are also entertained in performance improvement of the institute.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

All the activities of the institution are planned in such a way that the faculty members work in cooperation, enrich their personal abilities through the sharing of knowledge and skills. Due appreciation is always given for the innovation. Extension lectures, seminars and workshops are organized in college premises by the faculty members under the guidance of Principal. The faculty members are also motivated and

sponsored to participate in seminars, workshops and conferences organised by other institutions.

6.3 Strategy Development and Deployment

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

The Institute has got well planned MIS system and duly installed computerized mechanism to select, collect and integrate data and information on academic and administrative aspects for analysis.

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

The institution has well defined process of budgetary allocation for various planned activities for the session. The budget is prepared by the institution and approved by the managing committee. Besides this there is a provision of need based amount for meeting the exigencies arising out of modifications of action plans. To allocate financial resources, the institution has internal and external financial audit mechanism. Institution employs human resources as expected by the regulatory and affiliating bodies. To enhance the quality aspect of academic environment of the institution, eminent and dynamic resource persons are invited from every walk of the life. Principal of the institution is quite empowered for taking such decisions.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Work is divided equally among faculties. Each faculty holds task specific responsibility. Various functionaries, teachers-in-charge, head of the institution and chairman examine the need and make proposals for supporting the implementation of the mission and goals as planned. The emergencies are met the same way. Mid-term evaluation is a common practice. Action plans are evaluated and necessary changes are made for accomplishment of objectives. Resources are accordingly allocated and reallocated.

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The management provides the staff as well as allocates the required funds. Any further need for human and financial resources is managed by our college. Our college after taking the management into confidence recruits the staff if it is so needed. Required funds for implementing new/modified plans are also made available by the management.

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

Academic Committee along with other committees jointly prepare academic plan keeping in view the whole year's extra and co-curricular activities, practice teaching, and Guest Lecture, Seminar and Training Programmes related requirements. Practice Teaching School Teachers, faculty members and administrators are involved only in concern areas.

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

The institution aims to bring out the best in every employee through synchronization of individual and institutional goals. The goals, objectives and mission of the institution are properly conveyed to employees at the start of the academic session through personal interaction with the principal, senior faculty and the management members so that every individual employee could contribute enormously for the attainment of those objectives. These objectives are also further given due consideration in staff meetings and other appropriate forums.

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

- a) The IQAC takes stock of administrative and academic matters to ensure monitoring of the programs and to ensure sustenance and enhancement of the quality of education, as stipulated.

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- b) Then, meetings of Head- principal with teacher-in-charges of activities and, if need be, with the coordinators of various committees are conducted quarterly. Revision is done on rolling basis seeing the delicacy and requirement of the situation.
- c) Every year our college along with the management conducts a self retrospection and takes into account the feedback and suggestions from all stakeholders. Any change in scenario and emerging needs are given due consideration.
- d) The internal coordination of various activities of our college is done through the Committees. Certain issues needing wider consultations and deliberations are sorted out either in the meetings of the chairman with the Principal-Head and teachers-in charge.

7. How does the institution plan and deploy the new technology?

The Institute is fully equipped with modern technical aids like computers, Internet facilities, LCD, OHP etc. The institutional plan includes every latest instructional-aid to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. So the Principal considers the suggestions and references proposed by the faculty members regarding the use of new technology in teaching-learning process and deploy the physical resources management committee of the institution.

6.4 Human Resource Management

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

All the faculty members fulfill the minimum eligibility criteria needed for taking the respective course. In order to cope up in this competitive era, there is continuous need of career progression. Faculty is given self appraisal forum individually and the report is studied carefully by the Principal who arranges faculty development and career progression programmes accordingly. Principal personally interacts with the staff

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members to identify career progression needs. The College identifies those who do not possess degrees in research programmes or training in research methodology and further encourages them to join and to attend the research courses. In our educational setup various innovative trends emerges from time to time. For making members well conversant, the institute encourages the faculty members to attend various seminars, workshops, conferences, etc. Feedback from the students is taken regularly to identify the gap between what they have already been exposed to and what are the wider curricular requirements. Teachers are involved in various co-curricular activities to develop their career progression needs.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Teachers' performance is monitored by the management and principal regularly. University examination results are tabulated and presented to the Board of Management and their comments are communicated. Students' Feedback processes and Self appraisal Report have been initiated for performance assessment of faculty and staff. Monetary incentives as well psychological motivation are offered for the good service of faculty and staff.

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

The institution provides a conducive, friendly and democratic environment for the efficient team work. Staff well-being, satisfaction and motivation are always ensured. Financial assistance (TA/DA) and duty leave to the faculty for paper presentation and participation in workshops, conferences and seminars. Provision of maternity leave and medical leave to the staff, teaching and non teaching staffs are given suitable rise in salary as and when approved by the management. Annual increments are granted to all without any hassle. The college arranges faculty development programme and faculty

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exchange programme for their welfare, whenever faculty faces any personal problem college stand by them morally as well as financially, provision of fee concession for the wards of staff studying in any institution run by the management.

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

Yes, we have organized faculty development programs regularly.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The institution ensures that the appointed faculty meets the criteria as determined by different statutory and regulatory bodies like NCTE, UGC and Tamilnadu Teachers Education Universty. The vacant posts are advertised in leading newspaper and then interview is conducted by duly constituted Selection Committee. Procedures of appointments are kept transparent. Keeping in view the long term development of the institution salary is given according to salary structure of University; increments are sanctioned and are provided by Management to retain the qualified and experienced staff.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

The institute employs only permanent faculty because we feel that it is very difficult to expect academic accountability from part time faculty.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff

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development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The Management and the Head-Principal support and encourage the faculty for their academic development by deputing them for refresher and orientation courses and for Ph.D. & M.Phil research. The Principal motivates the faculty to undertake minor and major research projects. Study leave and financial support is granted to the faculty for attending seminars, workshops and conferences. Our college encourages the non-teaching staff to attend orientation courses/workshops regarding laboratory and office work organized by our college, management and other agencies. Our college also has provisions in its annual budget for providing financial assistance to faculty presenting papers in Seminars, undertaking field studies, etc.

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

The institute provides well maintained staff room, good library facility, ICT Lab, OHP, Slide and LCD Projector, Science Lab, Psychology Lab and well maintained lawn for extra-curricular activities.

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

The Institute has mechanism for faculty and other stakeholders to seek information. The information is given through Notice Board, Brochure, News Letter, Magazine, Institute website, direct interaction. The Grievances Cell is also available for complaints.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The workload policies are based on the norms mentioned by the affiliating University. Uniformity and transparency is maintained while distributing the workload among the

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faculty members, Duties among teachers for various events are allocated equally and democratically. Moreover equal numbers of students are allotted to the faculty members during teaching practice, community service programme, tutorial groups, houses, etc.

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

Extra increments for qualifying NET, awarded Ph.D. are given. Appreciation letter on the basis of students' feedback and Principal's report is given to the teachers by the Management.

6.5 Financial Management and Resource Mobilization

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

No, the Institution does not get financial support from the Government. The revenue / come are generated through fees.

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

No donation is collected.

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

Yes, the operational budget of the Institution is adequate to cover day –to- day expenses.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

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The main budgetary resource is course fee to fulfill the missions and to offer quality programs.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts are also regularly audited annually by the Chartered Accountant duly approved by the Managing Committee. The accounts are audited at the end of every financial year. The balance sheet is enclosed. There has been no major audit objection.

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

No, we are going to implement the system as soon as possible.

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

1. Substantial amount is incurred on purchase and maintenance of basic amenities.
2. Devoted towards healthy academic environment.
3. The system of management based on personal seamless contacts at all levels ensured free flow of information, timely remedial measures for achieving excellence and development. It has concretized into having committee of all heads of departments as apex body of deliberating on academic and administrative matters.
4. Maintaining transparency in all aspects of our college's functioning through a process of broad-based consultation and involvement of stakeholders in implementation.
5. Decentralization of administrative functions: The organizational arrangements have been well established with the duties well specified to each section/body.

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6. Annual organization of a special programme to felicitate faculty and meritorious students, etc
7. The academic atmosphere is well maintained by observing the schedule worked out by the University-college.

CRITERION VII: **INNOVATIVE PRACTICES**

7. 1 Internal Quality Assurance System

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

Internal quality assurance cell consists of Chairman, Principal, subject expert and academic development officer. Faculty development program is organized every year. Every staff member activity is evaluated by questionnaire method. Their ability and skills are analyzed by the answers. Student feedback system is considered. All the staff member co-ordinate with the principal. Stock-verification is carried out every year.

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

The institution developed a coordinated system of work to evaluate the goals and objectives of the institution. The activities carried by the institution throughout the year are analyzed and evaluated properly. The various committees are compiled. With the help of these committees the institution evaluates its goals and objectives.

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

The institution ensure the quality of its academic programmes through assessment and analysis of result, feed-back from students, views of alumnae and participation of all students in academic and social activities.

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

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The institution ensure the quality of its administration and financial management processes through our college Committees with defined spheres of activity, Student representation in our college Committees, System of Internal and External Audit of our college accounts, Computerization of office functions, Training of office staff to work with computers, Our college has several inbuilt mechanisms to ensure adherence to rules and regulations, proper utility and corrective measures. The relevant records and documents may be perused, our college has inbuilt mechanisms to ensure adherence to rules and regulations, proper utility and corrective measures.

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

The college has established good rapport with other units of the college. The college faculties are constantly interacting with the staff of other units and exchanging ideas. This interaction is done even for some academic programmes found beneficial for faculty members and student-teachers. All the stakeholders are the constituents of the institution. The institution identifies and shares some of the good practices in the day-to-day working and throughout the academic year by getting their views in the form of feedback from time to time.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Principal of the institute discuss the issues of National policies and inclusive education with faculty members. Faculties are directed to be unbiased towards students coming from lower economic classes and towards physically challenged students. Further full support is given to them. The issue of inclusion reflects in the values of the institution as well as in the working of the Institution. All the students are given equal opportunities and attention to fulfill their needs.

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2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The students learn about the concept of inclusive practices through psychology paper which gives sufficient input about the inclusion, exceptional and gender differences. They have electives such as Guidance and Counseling which also throws light on the issues like gender disparities, differentlyabled children and exceptional children. Teachers use well-constructed plans that identify specific accommodations, modifications, and goals for each student. It provides opportunities for ongoing training and staff development. Students are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their overall impact on growth of humans and society. Counseling is provided.

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

The Institute undertakes and gets involved in various kinds of extension and outreach activities of its own in order to promote social interaction, active engagement learning and self motivation.

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

The children from diverse backgrounds and exceptionalities face several problems of adjustment in usual classroom education, so they need special care and education for their proper adjustment and maximum utilization of their abilities. The institution take special care of these kind of children to be tackled by the student teachers during teaching practice thereby help them to develop proficiency for working with children from diverse backgrounds and exceptionalities. A keen observation is done by the student-teachers while teaching practice by way of oral and written tests, home

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assignment, extra- curricular activities, etc. so as to ensure that there might not be any student left who need special attention in any regard.

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

In our college sometimes differentlyabled students are enrolled. Care is taken to provide them proper seating place and physical help during practice teaching. Many audio cassettes for the visually disabled student have been procured in the library. Special seating arrangements are made. Provision of free health check up/physiotherapy exists. Permission for bringing “writer” during the time of examination for visually handicapped can be provided

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The Institute has a Women Cell to deal with the gender sensitive issues of women. But till now there is no issue relating to this.

7. 3 Stakeholder Relationships

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

The information on organizational performance is provided to all the stakeholders i.e. students, principal, teacher-mentors, members of managing committee, alumni member and community members via the medium of print and electronic media viz. college magazines, newspapers, prospectus, notices, circular in the institution, coverage by television, alumni meet and the website of the institution. The institution believes in strengthening the partnership between stakeholders for the growth and success of the

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organization. The website of the college is updated from time to time and latest developments in the institution are added in it which is accessible to everyone. The student-teachers and teacher-mentors visit different community centers to develop better partnership with community resources.

- 2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

Through assessment of students' oral responses and written feedback about the various processes and programs the institute makes efforts for bringing qualitative improvements. Views of Alumni and parents are always welcomed and considered for improvement.

- 3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The feedbacks are collected from student teachers, alumni, parents, teaching practice school heads, mentor teachers etc., regarding the curriculum, infrastructure, teachers, teaching practice etc. the feedbacks collected and analyzed. The suggestions given by the all stake holders are considered and necessary changes brought up immediately. The feedbacks play a vital role in the development of academic, administrative sides of the institute.

Mapping of Academic Activities

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

Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement