

## SECTION B

### SELF-APPRAISAL REPORT

#### PART I: INSTITUTIONAL DATA

#### A. PROFILE OF THE INSTITUTION

##### A. Profile of the Institution

##### B.

##### 1. Name and address

of the institution : Jayalakshmi Narayanaswami College of Education. No. 74/78, Bajanai Koil Street, Tharamani post, Pallipattu. Chennai - 600113.

##### 2. Website URL

: www.jnceducation.in

##### 3. For communication

: sanjithakishore@gmail.com

#### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
<b>Principal</b> Dr.Lingam palli Daniel	044-22352656	044-22352656	yammi_21@yahoo.com
<b>Self - appraisal Co-ordinator</b> Mrs.k.Saraswathy	044-22352656	044-22352656	sanjithakishore@gmail.com

#### Residence

Name	Telephone Number with STD Code	Mobile Number
<b>Head/Principal</b> Dr.Lingam palli Daniel	044-22352656	9440870343

<b>Self – appraisal Co-ordinator</b> Mrs.k.Saraswathy	044-22352656	9566205331
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4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

3.37 acres

5. Campus area in acres:

6. Is it a recognized minority institution? Yes ☐ No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
09	2008

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

TNTEU

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

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

- 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 ☒

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	UG/ PG	Degree	1 year	Tamil/ English

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	APS09210 22.09.2008	31.10.2015	100

Post Graduate				
Other (specify)				

*(Additional rows may be inserted as per requirement)*

## Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
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Mission

Yes	√	No	
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Values

Yes	√	No	
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Objectives

Yes	√	No	
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2. a) Does the institution offer self-financed programme(s)?

Yes	√	No	
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If yes,

a) How many programmes?

1
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b) Fee charged per programme

Rs. 41,500
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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		No	√
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

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

D.Ed.

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B.Ed.

3
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B.Ed. (Full Time)

√
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B.Ed. (Part Time)

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Any other (specify and indicate)

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6. Are there Programmes offered in modular form

Yes		No	√
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Number	NA
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	
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Number	1
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
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Number	2/year
--------	--------

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

• Heads of practice teaching schools

Yes	√	No	
-----	---	----	--

• Academic peers

Yes	√	No	
-----	---	----	--

• Alumni

Yes	√	No	
-----	---	----	--

• Students

Yes	√	No	
-----	---	----	--

• Employers

Yes	√	No	
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10. How long does it take for the institution to introduce a new programme within the existing system?

1year
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11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√
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Number	NA
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	
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Number	1
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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## 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       | <input type="checkbox"/>            |
| b) | Common entrance test conducted by the University/Government | <input type="checkbox"/>            |
| c) | Through an interview  | <input checked="" type="checkbox"/> |
| d) | Entrance test and interview                                 | <input type="checkbox"/>            |
| e) | Merit at the qualifying examination                         | <input checked="" type="checkbox"/> |
| f) | Any other (specify and indicate)                            | <input type="checkbox"/>            |
|    |   | <input type="checkbox"/>            |

(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 - 9.07.2012
- b) Date of last admission - 10.08.2012
- c) Date of closing of the academic year - 12.06.2013
- d) Total teaching days - 146
- e) Total working days - 198

**3. Total number of students admitted**

Programme	Number of students			Reserved (SC/ST)			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	13	86	99	5	14	19	8	72	80
B.Ed. (Full Time)									
B.Ed. (Part Time)									

**4. Are there any overseas students?**

Yes		No	√
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If yes, how many?

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**5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).** - Rs. 41,500/-

a) Unit cost excluding salary component

Rs. 14.432/-
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b) Unit cost including salary component

Rs. 31.394/-
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(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

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



Programmes	Open		Reserved (SC/ST)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	85 %	45 %	70.4 %	43 %
B.Ed. (Full Time)				
B.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 ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	50.5 %	21 %	28.5 %

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days - 06
- b) Minimum number of pre-practice teaching lessons given by each student - 06

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

b) Total number of practice teaching days 

4	0
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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. 6	No. of Lessons Pre-practice teaching	No. 6
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes 

√
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 No 

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14. Does the institution provide for continuous evaluation?

Yes 

√
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 No 

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

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

16. Examinations

a) Number of sessional tests held for each paper - 03 

0	3
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b) Number of assignments for each paper - 02 

0	2
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17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
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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	
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19. I 

Number	01
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 computer science as a subject?

Yes		No	√
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If yes, is it offered as a compulsory or optional paper?

Compulsory 



 Optional

### Criterion III: Research, Consultancy and Extension

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

Number		0	%
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Total Faculty - 10

Ph.D. Submitted – 1

Pursuing - 2

Registered - 1

2. Does the Institution have ongoing research projects?

Yes	√	No	
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If yes, provide the following details on the ongoing research

projects

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

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

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

3 books

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 Yes to all ☐

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

Yes

☐

No

☐

NOT APPLICABLE

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

a. Ph.D. Nil

b. M.Phil. Nil

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

Yes

☒

No

☐

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

Yes No Number

International journals	✓		8
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National journals – referred papers	√		2
Non referred papers			
Academic articles in reputed magazines/news papers			
Books			3
Any other (specify and indicate)			

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

Yes	√	No	
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Number	
--------	--

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

	Faculty	Students
National seminars	6	
International seminars	1	
Any other academic forum		

11. What types of instructional materials have been developed by the institution?

(Mark '√' for yes and 'X' for No.)

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

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

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, indicate the nature of the post.

Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>	Additional charge	<input type="checkbox"/>
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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

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

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

Local level	
State level	

#### Criterion IV: Infrastructure and Learning Resources

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

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

- |    |                |     |                                     |    |                                     |
|----|----------------|-----|-------------------------------------|----|-------------------------------------|
| a) | Methods lab    | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| b) | Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| c) | Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |

- 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?

25+5+3+2

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

Rs.2,00,000/-

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

Rs.54.000/-

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

Rs.1.24.000/-

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

Rs.5.00.000/-

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

M	F	M	F
8	2	-	-
4	1	-	-

10. Total number of posts vacant

Teaching

Open Reserved

M	F	M	F
-	-	-	-
-	-	-	-

Non-teaching

11. a. Number of regular and permanent teachers

(Gender-wise)

Lecturers

Readers

Professors

Open Reserved

M	F	M	F
8	2	-	-

M	F	M	F

M	F	M	F

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

Open Reserved

Lecturers

Readers

Professors

M	F	M	F

M	F	M	F

M	F	M	F

c. Number of teachers from Same state

Other states

-
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-
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12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	10 : 100
B.Ed. (Full Time)	√



B.Ed. (Part Time)	
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13. a. Non-teaching staff

Permanent

Open		Reserved	
M	F	M	F
4	1		

Temporary

M	F	M	F

b. Technical Assistants

Permanent

M	F	M	F
1	1		

Temporary

M	F	M	F

14. Ratio of Teaching – non-teaching staff

10: 5
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15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

23%
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16. Is there an advisory committee for the library?

Yes

√
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No

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17. Working hours of the Library

On working days

9 Am – 5 Pm
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On holidays

-
---

During examinations

9Am- 5Pm
----------

18. Does the library have an Open access facility

Yes	√	No	
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19. Total collection of the following in the library

a. Books

8195
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3850
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- Textbooks	
- Reference books	2083
b. Magazines	23
e. Journals subscribed	
- Indian journals	15
- Foreign journals	5
f. Peer reviewed journals	
g. Back volumes of journals	15
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	143
- Databases	
- Video Cassettes	
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	600 sqft
Seating capacity of the Reading room	50 students

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input checked="" type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>

Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	√	No	
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24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

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

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	2123	2,33,530	412	45,320	293	293,00
Other books	232	232,00	475	475,00	328	328,00
Journals/ Periodicals	9	91,600	4	18,300	2	12,200
Any others specify and indicate	618	618,00	121	121,00	88	88,00
<i>(Additional rows/columns may be inserted as per requirement)</i>						

### Criterion V: Student Support and Progression

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

Programmes	Year 1 (2010 – 2011)	Year 2 (2011 – 2012)	Year 3 (2012 – 2013)
D.Ed.			
B.Ed.	Nil	01	Nil
B.Ed. (Full Time)			
B.Ed. (Part Time)			

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

Yes	√	No	
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If yes, how many students are under the care of a mentor/tutor?

15
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3. Does the institution offer Remedial instruction?

Yes	√	No	
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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	M. Phil				
	I	II	III	I	II	III	I	II	III
Pass percentage	85%	94%	95%						
Number of first classes	76	86	85						
Number of distinctions	09	08	15						
Exemplary performances (Gold Medal and university ranks)	-	-	-						

I – 2010 – 2011, II – 2011 – 2012, III – 2012 - 2013

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

NET - Nil

SLET/SET - Nil

Any other (specify and indicate)

I	II	III

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	11(2010-2011)	11(2011-12)	8(2012-13)
Fee concession	-	--	03
Loan facilities	-	-	-

Any other specify and indicate	--	--	-
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(Additional rows may be inserted as per requirement)

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

Yes	√	No	
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9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	√
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Non-teaching staff

Yes		No	√
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10. Does the institution provide Hostel facility for its students?

Yes		No	√
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If yes, number of students residing in hostels

Men

-
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Women

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

Sports fields

Yes	√	No	
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Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

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	√			√		
Inter-university						
National						
Any other (specify and indicate)						

(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		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	
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If yes, give the year of establishment

October, 2012
---------------

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

Yes ☒ No ☐

20. Does the institution regularly publish a college magazine?

Yes ☒ No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

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

	Year 1 (%) 2010-11	Year 2 (%) 2011-12	Year 3 (%) 2012-13
Higher studies	15	20	25
Employment (Total)	25	30	50
Teaching	15	16	26
Non teaching	10	14	24

23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

1	2	3
12	15	23

24. Does the institution provide the following guidance and counselling services to students? Yes No



- Academic guidance and Counseling ☐ ☐
- Personal Counseling ☐ ☐
- Career Counseling ☐ ☐

**Criterion VI: Governance and Leadership**

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

Yes

☒

No

☐

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

Governing Body/management	2
Staff council	3
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	4

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

Loan facility

Yes	✓	No	
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Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes	✓	No	
-----	---	----	--

Other (specify and indicate)

Yes	✓	No	
-----	---	----	--

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

	2	4
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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

-
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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:

	4	3
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d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

	0	7
--	---	---

e. Research development programmes attended by the faculty

	0	7
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f. Invited/endowment lectures at the institution

	2	7
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Any other area (specify the programme and indicate)

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

a. Self-appraisal

Yes	√	No	
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b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

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

5 hrs
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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

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Fees

Rs.41,500.

Donation

--

Self-funded courses

--

Any other (specify and indicate)

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9. Expenditure statement (for last two years)

2010-11    2011-12

	2010-11	2011-12
Total sanctioned Budget	30,000	41,500
% spent on the salary of faculty	23.23	23.00
% spent on the salary of non-teaching employees	7.00	7.42
% spent on books and journals	3	3.5
% spent on developmental activities (expansion of	25	30

building)		
% spent on telephone, electricity and water	1.5	1.65
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1	4
% spent on maintenance of equipment, teaching aids, contingency etc.	5	6
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	7	8
% spent on travel	1.5	1.25
Any other (specify and indicate)	-	-
Total expenditure incurred	30,00,627	41,584.85

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.
2010-11	90.000/-	
2011-12	87.000/-	
20112-13		1.57.000/-

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

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

Finance

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

Student Records

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Career Counseling	Yes	√	No	
Aptitude Testing	Yes	√	No	
Examinations/Evaluation/ Assessment	Yes	√	No	
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 ☒

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 ☐

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

Yes ☒ No ☐

### Criterion VII: Innovative Practices

1. Does the institution has 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?

	Category	Men	%	Women	%
a	SC	5		13	
b	ST	-		-	
c	OBC	7		63	
d	Physically challenged	1		1	
e	General Category	-		9	
f	Rural	-		-	
g	Urban				
h	Any other ( specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	3		1	
b	ST	-			
c	OBC	5		4	
f	Women	2		-	
g	Physically	-			

	challenged				
h	General Category	-			
i	Any other ( specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	80 %	70.4 %	80.4 %	78.1 %
ST	66 %	49 %	64%	65%
OBC	84 %	85 %	83.1 %	83.9 %
Physically challenged	-	-	-	-
General Category	52 %	63 %	73.8 %	75.3 %
Rural				
Urban	83 %	81 %	83.1 %	85.9 %
Any other ( specify)				

## Part – II The Evaluative Report

### A) Executive Summary

**Jayalakshmi Narayanaswami College of Education** is founded by Smt. Jayalakshmi Narayanaswami then Chairperson of Guild of Service (Central). Seva

Samajam. It has a long proud record of progressive activities in the field of Education and Social Service. We can proudly say that it is one of the units of Guild of Service (Central). Seva Samajam.

To improve the standard in teaching in the society by producing professional Teachers, the **Jayalakshmi Narayanaswami College of Education** has come up with a commitment to give an opportunity to the talented ambitious candidates to join the B.Ed Course. 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 imparted to the students along with commitment in the academy.

Today every member at Jayalakshmi Narayanaswami College of Education is a highly motivated lot and perceives 'QUALITY' as a value and a way of life and our belief that SUCCESS is a journey and not a destination is reinforced once again. The Jayalakshmi Narayanaswami College of Education is the team spirit, the key to our success lies in the co-operation, teamwork and rapport existing between the management, principal, faculty and the students. 'Perseverance, Patience, Positive attitude, Perfection, and Pursuit for excellence are the 5 Ps – the password for all Jayalakshmi Narayanaswami College of Education pupils is working in tandem for the attainment of the set goals. Our students leave the portals of our Institution satisfied with rich experiences and are well equipped to face the challenges of the modern society. Jayalakshmi Narayanaswami College of Education is providing ample scope for opportunities to be explored by its stake holders. On one hand our student teachers get an insight and job opportunities in the newly started Matriculation schools The major contribution of our faculty is by participating in the smooth functioning of the B.Ed is note-worthy. The Research Forum and publication department gives ample scope to express the cognitive talents of the teacher educators as well as the student teachers. It has been observed that after participating in the meticulously planned, multifarious college activities, the students of **Jayalakshmi Narayanaswami College of Education** leave an indelible mark of uniqueness & face fewer threats. Undoubtly, the dramatic changes in the society are bringing about changes in all domains of life and the field of education remains no exception to that. Our students are the witness and testimony of the arduous task performed in the institution with grit and determination. After all, we at Jayalakshmi Narayanaswami



College of Education unanimously believe that..... “Quality is never an accident; it is always the result of intelligent effort” - Ruskin.

### **Location:**

**Jayalakshmi Narayanaswami** College of Education is situated at Bajanai Kovil Street, Tharamani post, Pallipattu, Chennai - 600113.

### **College Campus :**

On entering the campus one would be enthralled by the beautiful lawns, flowering plants and huge multi - storied buildings. The natural atmosphere maintained in the campus provides a calm and serene atmosphere that is pleasant, healthy and stimulating in every sense. The safety and security for student is given 100% assurance by the management. Comfortable classrooms, well established laboratories equipped with modern instruments, rich experienced faculty members as per NCTE and Tamil Nadu Teachers Education University norms are the boons to our institution.

Effective guidance helps the B.Ed students to get appointment in reputed schools and train them for Teachers Recruitment Board conducted by Government of Tamil Nadu and other competitive examinations.

### **Relationship with Parents :**

Parents teachers meeting were conducted and their opinion is collected, about their ward's performance. If the mentors find that the performance of the students is not upto the mark, the students are called to give reason for amelioration. If the students find the subject tough, steps are taken to make them enter the comfort zone.

We also get good guidelines from the employers of campus requirement about the feedback of the students and steps are taken to suit their requirements.

## **RELATIONSHIP WITH SOCIETY:**

The needs of the society is also taken into consideration and awareness given to the people

1. HIV awareness
2. Helmet rally
3. Pasting dotted stickers on head lights of the vehicles
4. Eye checkup camp
5. Dental Checkup

## **List Of Association and Clubs :**

- Jayalakshmi Narayanaswami College of Education Alummini Association
- Youth Red Cross Club
- English Literary Club
- Tamil Literary Club
- Mathematics Club
- Science Club
- Rotary Club

## **CHALLENGES FACED BY THE INSTITUTIONS IN BUILDING THE QUALITY EDUCATION:**

Quality education is provided, women empowerment is stressed and proper security is maintained in the entrance. Most of the students come from Tamil medium, keeping in mind that they may be appointed in matriculation school, bridge courses are conducted. Personality camps are arranged in order to improve their intra extra personality. Bank loan is arranged for financially backward students. SC/ST Scholarship is also arranged for the deserving candidate.

**Overcoming the challenges :-**

Even though the education faces enlarged vocational and social changes, the college gives changeling coaching. Thus they are already qualified teachers and boldly take up Teacher Eligibility Test, conducted by state and Central Organization. So far, more than 15 students have achieved the target to enter into the State and Central Board Schools.

## **2.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.)**

##### **Objectives of Jayalakshmi Narayanaswami College of Education**

- To promote higher education among rural youth and socially backward students
- To provide professional education to women
- To develop self esteem and self confidence among the weaker sections
- 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
- To inculcate research skills to find solutions to classroom

problems

- To inspire individual, social, emotional and intellectual competence
- To create an awareness among student teachers about community, national and global issues
- To provide opportunities to interact with experts in the field of education
- To develop net working skills with their contemporaries

The student- teachers are encouraged to keep abreast with the latest advancement in technology and are taught to utilize them in the teaching learning process. The institution takes special care to upgrade the knowledge of those student-teachers who are not trained with technological knowhow, by giving them hands-on experience in the well equipped computer laboratory.

The Community Work and Extension work help the student teachers to become aware of the less fortunate brethren in the society. It helps them to know their problems and gives them an opportunity to interact and help reduce their misery to some extent. This is done through the community service work in collaboration with Youth Red Cross Club. Jayalakshmi Narayanaswami College of Education, The career cell in association with different practice teaching schools conduct campus interviews which helps our student teachers in seeking employment.

**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)**

A staff meeting was conducted wherein the curriculum was reviewed at length, after brainstorming and deliberations the outcome was recorded in the form of a report. Also feedback was obtained from Practice teaching schools and Alumni . The continuous feedback received from student teachers, alumni, Principals /

teachers from practice teaching schools, helped to suggest the certain evaluation would be done at college level thus reducing the burden of preparing all units for the university examination.

### **Need assessment**

Within its jurisdictional framework, the college makes efforts to

- Assess the existing curriculum
- Seek removal of the deadwood
- Bring in modifications.
- Make it more effective and efficient from student teacher's point of view.

### **Development of information database**

#### *a. Database from faculty:*

- Faculty members fill in the questionnaire on the aspects like relevance of the topics, projects, activities, etc
- Faculties attend workshops/seminars on curriculum development.

#### *b. Database from students:*

- Providing the students with questionnaire in which questions include content aspects like relevance of the curriculum, time allotted, learning, applicability, extent of coverage.
- Interaction with the students is done every month during the academic session for seeking feedbacks on aspects like clarity, difficulty, complexity of topics dealt in the class/felt by the students during conduct of practice teaching and simulated teaching. Students' overall evaluation of performance and teaching is also done by formal home examination, class room discussion during tutorial and extempore speeches.

#### *c. Data base from Employers:*

- Employer's appraisal of the curriculum is obtained through the feedback Proforma that deals with relevance of the topics, time utilized for completion of syllabus, use of teaching aids, teaching strategies employed and conduct of tests.

### **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:

- Educational Technology, and Computer Education as compulsory component-paper of Work Experience Program as per the prescribed syllabus. As a result, the College has been imparting knowledge of computer through theory classes as well as providing enough time and equipment to impart practical knowledge.
- Every student has been assured access to the computer. The library has a computerized access system. The library is equipped with internet for use.
- Computer aided Instruction is a regular feature of the programme: class lectures are supplemented by slide presentations. Students watch programmes through VCDs.
- The syllabus content is mostly delivered through project based learning, group discussion, power point presentation and constructivist strategies like problem solving and co-operative learning.

- In view of the fact that present day education is no longer confined to the four walls of the class room, students are exposed to outdoor activities, participation in Inter collegiate events.

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

The curriculum of the B. Ed. course bears thrust on national issues like Value education, Gender Equality, Human Rights, Equality, Social Cohesion, Secularism, Environmental Degradation, National Integration, Population explosion, Women education, Education of disabled children and ICT.

- Lectures are organized on the need for upholding values. Students are guided during the course of study as to how to implement the value system in their practical life and practice them with their own family members. Difficulties felt by them in implementation are taken up as classroom discussion.
- Students are asked to compile philosophers' quotations.
- Faculty members are encouraged to produce write ups on Value and Peace Education
- Educational CD's based on Value and Peace Education are regularly shown It is both ways, through CD and through group discussions.
- Students watch educative video programmes. They are familiarized with the use of computers, by organizing classes in computers and given opportunity to handle computer individually.
- The library has a computerized access system.
- Students watch programmes through VCDs.

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

Yes the institution makes use of ICT for curricular planning

- All our documents are computerized and records systematically maintained in the hard and soft form.
  - Our teacher educators use the LCD in the class room for the teaching learning process making the class interesting and interactive.
  - The library is made user friendly with the open access system , which enables the readers to access books with ease.
  - The library allows the use of AACR- II catalogue code.
  - A well equipped DTP section renders its services in the publication of brochures, newsletters, magazines, etc.
- Jayalakshmi Narayanaswami** College of Education has well designed updated website through which the information of latest events and happenings are disseminated. Discussions on syllabus revision was also done through internet and e- mail.

## **1.2 Academic Flexibility**

**1. How does the institution attempt to provide experiences to the student teacher so that**

**Teaching becomes a reflective practice?**

The B.Ed curriculum is well planned and enriching . The academic subjects contain theories and topics which provides ample scope for implementation in real life situations thus making it a reflective practice and serves in the attainment of the mission and objectives.

The curriculum encompasses the practice teaching, examination, seminars, competitions, field visits , extension work, club activities etc. The different methodologies adopted in the planning and preparation of lessons gives



valuable insight in making lessons interactive and effective. The lesson plan has a column for reflections to be written by the student- teacher which enables them to introspect their performance. The following day the student -teacher meets the guiding teacher educator for further discussion and feedback. The examination system has encouraged the analytical ability of the student teachers. The organization of seminars and co curricular activities helped the student teachers to hone their organizational skills and a chance to have in-depth learning of a subject or topics and interaction with experts.

- Teaching skills are taught through Micro Teaching preceded by Model Lessons (Micro and Composite) by Subject Teachers. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop ‘School Profile.’ They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

**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 B.Ed. curriculum transaction is based on adequate flexibility and scope. Faculty members and students are actively

engaged in planning and implementing the activity calendar of the College. The student-teachers are given internal choice in assignments. They are provided inbuilt flexibility to practice their teaching lessons, micro lessons, mega lessons, discussion lessons and sectional work. The options are also provided to the students in their teaching subjects and work experience. Ample flexibility is provided to the students to participate in literary and cultural activities of the College.

**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..**

The College has organized following value added courses on community orientation, life skills, ICT skills and social responsibility

- The student teachers are grouped into five or six. The group are oriented and given practice for development of the skills.
- During the free discussion session on the subject, the group teacher provides selected lesson plan and modules, etc. to the student teachers who discuss issues related to theory and practice and other thematic points.
- The student teachers carry out assigned work with the help of computers. They are trained in the art of using charts, pictures, models and slides.
- The student teachers visit officials of local bodies, social workers, and leaders of the area. Visits are undertaken with a

defined purpose. The student teachers visited work centres, aged peoples, anganwadis, etc to work there to serve and develop bonding, each year.

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

**a. *Interdisciplinary/Multidisciplinary:***

- The subjects of B.Ed have interdisciplinary nature which combines philosophy and sociology to understand the complex reality of education as a social task.
- Principles of Philosophy and Sociology are applied in curriculum transaction.
- Approach is interdisciplinary wherein concepts of psychology are used in teaching skills, classroom management and evaluation. Interdisciplinary Teaching Aids are used to teach all subjects.
- Teaching is done through computers. One Lesson plan in each subject is delivered through the computers.

**b. *Multi-skill development:***

The inclusion of the CAI in practice teaching has enabled the student -teacher to develop their technological skills i.e. preparing the lesson using power point presentation, operating them in the classroom using the LCD projector, developing their communication skills through ICT and workshops i.e. knowing about the different aspects of communication and putting them in use through seminars which they conduct on any one topic, Organizational skills are honed as the student -teachers organize and carry out the co-curricular activity assigned to them and these skills are manifested. The extension and the Community work activities help in developing social skills and personality. Our

student -teachers play a major role in organizing the **Jayalakshmi Narayanaswami** College of Education Annual day and Annual Sports meet, these activities prove to be training grounds for leadership skills.

*c. Inclusive education:*

The College follows the state norms for admission where the provision of admission of physically disabled children exists. Such students are enabled to study and perform like normal students in the classroom; however, special attention is paid by the faculty members to meet the needs of such students in the classroom. student- teachers to get an insight into the different types of problems associated with students and how we as teachers can tackle them. Student -teachers participate in activities organized in the community like ‘World Disabled Day’.

*d. Practice teaching:*

As B. Ed. course is a teacher training course, in it there is proper provision of practice teaching in simulation as well as in actual classroom situation. Every student teacher completes 10 days of pre-practice teaching days and 20 days of practice teaching. During period student teachers are properly oriented about teaching skills, lesson planning & effective teaching. Student-teachers prepare and present various lessons according to skill assigned. During practice teaching at school level, every student-teacher delivers 20 practice lesson and one criticism lesson in each teaching subject. During this period all the student-teachers are monitored and supervised by their concerned supervising teacher educator, who provides feedback to the student-teachers for their effective work.

*e. School experience:*

There is a provision of both theoretical and practical aspects of school experience or school management. In theory paper student-teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resources etc. At the time of practice teaching at school student-teachers apply all this knowledge in the actual situations. There they organize morning assembly, make arrangements for teaching learning situations, manage man & material resources, manage funds at school level and scholarships. At the end of the practice teaching at school every student-teacher prepares time table., complete observation lessons and provide their suggestions to the school for providing better learning experience to the students.

*f. Work experience /SUPW:*

The aim of B. Ed. course is to develop competent and skilled teacher. A teacher can become capable by contributing to the society. B.Ed. Course /curriculum have the provision to develop certain skill through various work experience subjects. There is provision in the syllabus of B. Ed. Course where various options are provided to the students for developing certain skills through work experience. Facilities for candle making, clay modeling are provided to the students. College organizes various competitions (Rangoli, Poster Making, and Best out of Waste etc.) from time to time to provide first hand experience to the students.

### **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?**

- The institution encourages feedback from student teachers during the tutorial meetings with regards to problems they face with the syllabus or books for reference. Suggestion box is also provided.
- Alumni Meetings become an excellent platform for discussion of the problems associated with the curriculum and solutions sought.
- Employers of the institution give feedback on curriculum indirectly by providing financial assistance and infrastructural facilities and human resources
- The College gathers feedback from the students at the end of each academic session. The principal and faculty of the college interact with the students to get feedback on curriculum and strategies to improve the methods of imparting curriculum.

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

Yes, the college discusses and analyses the feedback received from different resources in its IQAC meetings. Suggestions on time-table, preparation of achievement tests, micro-teaching, practice teaching, assignments, project work to make the adequate changes. Regular feedback is received from staff and students and

suggestions regarding teaching methodology and curriculum are implemented to improve the educational strategies and program.

Certain major areas improved were:

- Increase in the library books was a major feedback received where in the number of books have been increased.
- Seating in the library was not comfortable. There has been a complete transformation of the library. The library is now well lit and spacious with large tables which makes it easy for student teachers to refer to several books at a time.
- Practice teaching schools wanted certain changes in the method of teaching so accordingly modifications were made. Student teachers made use of concept attainment model, role play and dramatization in the teaching process.

### **3. What are the contributions of the institution to curriculum development?**

**(Member of BoS/  
sending timely suggestions, feedback, etc.)**

There is no provision as such for the participation of self financed colleges in curriculum development at university level. It is regulated by the governing 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 College obtains and uses feedback for curriculum development and planning. At the University level, curriculum evaluation and modification is done periodically for the courses to make it more efficient and effective. Suggestions made by various stakeholders are/were considered. Revisions have been done in the past.

The major curriculum revision was done by the TNTEU in current academic year 2013-14. The following papers were incorporated in the revised curriculum by adding a unit extra.

- Tamil
- English
- Mathematics
- Physical Science
- Biological Science
- History
- Commerce
- Computer Science

## **1.5 Best Practices in Curricular Aspects**

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

For providing quality training to the prospective teachers, a number of additional academic and co academic activities other than those prescribed in the curriculum, are being organized. These academic and co academic activities mainly include support to nearby schools



by donating teaching learning materials, academic help to school teachers.

Quality has been augmented through:

- ICT upgradation
- Library enhancement
- Strengthening in the area of research
- Publications
- Use of innovative methods

## **2. What innovations/best practices in ‘Curricular Aspects’ have been planned/**

### **implemented by the institution?**

The institution tries its best for the effective implementation of all the curricular and co-curricular aspects of the course. All the theoretical and practical aspects of the curriculum are taken into consideration while implementing the curriculum. Firstly institution plans in advance for the activities to be organized. The various activities dealing with the curricular and co curricular aspects are planned very well by the institution in the annual year plan. Proper care has been taken while planning the year plan. For effective implementation of the curricular and co-curricular part of the course and the year planning committee analyses the every aspect of the year including holidays, weather conditions, school availability for practice teaching, Important National & International days and needs & requirements of the curriculum.

Last year we began with the maintenance of:

- 

**Research** is taken up at the institutional level and societal

**R**

level in environment and education with the help of the student teachers and teacher educators.

- **Clubs** - English Literary Club, Tamil Literary Club, Mathematics Club, Science Club, Rotary Club were started.
- **UPW (Socially Useful Productive Work)** has enabled the student teachers who are well versed in art and craft to teach other student teachers

## **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?**

- Admission is made on first come first serve basis in accordance with the regulation of the university/government of TamilNadu guidance for admission to B.Ed course in force from time to time.
- Wide publicity is made through advertisement calling for application for admission. Applications are sold along with the updates prospectus of the institution. The candidates are asked to submit their application with necessary documents in person.
- .UG degree is the basic qualification.
- Quota is given to the physically challenged student and religious minorities.
- Economically backward and deserving candidates are given concessions in their requisite fee.

**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 programmes are advertised through:

- Leading newspapers.
- The institutional website.
- Prospectus.
- Brochures.

The information provided to prospective candidates about the programs is:

- Eligibility criteria.
- Duration of the course.
- Fee structure.
- Subjects offered.
- Events and activities of the institution.
- Vision and mission of the institution

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

The admission committee ensures transparency in all its dealings to ensure that the determined admission criteria are equitably applied to all applicants. On this count the College has to follow what the affiliating University decides and directs. Strict adherence to the eligibility and other admission related criteria as determined by the TNTEU.

Admission committee is there in the institution. It is the responsibility of this committee to oversee all admissions. This committee is headed by the Chairman with Principal and faculty as committee members. Interview is a part of admission process. Certificate verification is done by other staff members. Admission committee confirms the admission based on the interview.

**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 has a privilege of its location, that's why its student has diverse backgrounds. The student teachers from different economic, cultural, religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

- The College follows the policy of zero tolerance for gender-caste-community-region language-economic status based discrimination.
- Leisure activities like internet surfing, encourage general reading of books, newspaper etc.
- Recreational opportunities like singing, games etc
- Social and cultural programs
- Integrating learning, discovery and development
- Interaction of student-teachers through the students council
- Provide varied opportunities through paper presentations and discussions.
- Training in leadership qualities
- Fee concessions to economically backward students

**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.**

There is a provision for assessing students' knowledge and skills before the commencement of the teaching programme.

- **Orientation Programme** Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The student-teachers have an opportunity in the programme to share their views. In this programme, an intimate and cordial relationship develops between student teachers and teachers.
- **Talent search competition** Jayalakshmi Narayanaswami College of Education organizes the talent search competition just after the admission process completion. It has various segments like - dance, poetry, speech, singing, painting, rangoli and best out of waste. The performance of the student teachers provides a realistic picture of their persona and knowledge.

## **2.2 Catering to Diverse Needs**

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

Jayalakshmi Narayanaswami College of Education provide an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality. Student teachers are trained enough to compete with all the challenges in the modern era.

Towards creating an overall congenial environment through:

- The college provides best infrastructural facilities, experienced and well qualified faculty and instructional material to create an environment conducive to learning.
- Discussions, trips, extension lectures, paper presentation etc. are held on regular basis
- The duly planned and managed wider and intensive interaction between the students and the teachers pulls down barriers. Also, it facilitates in understanding each other, identification of talent and its utilization for building a student centred-productive environment.
- Students are encouraged to actively participate in cultural, literary activities, competition.

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

The institution caters to the diverse learning needs of the student-teachers through:

- Achieving positive transfer of learning by using the various teaching- learning methods and mechanisms which enrich the student teachers with constructive learning.
- Creating a highly challenging and stress free learning environment for student- teachers to maximize their capacities through constant support, and through guidance.
- Periodical feedback from learners through tests and assignments enable the trainer to identify areas of difficulties to various learners and device suitable remedial strategies.

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

Activities envisioned in the curriculum for Student teachers to understand the role of diversity and equity in teaching learning process include:

- Reciting national song and anthem are routine practice of the college which ultimately creates emotionally-toned humane atmosphere for all.
- The each day prayer session is planned in a way which justifies the sentiments of all. Generally, talks on eminent social personalities/reformers, freedom fighters, educationists, peace, are followed by thought of the day and National Anthem.
- Field trips are undertaken to provide planned exposure to our students to different cultural and national identities, issues and problems.
- Celebration of Indian Festivals, National & International Days
- Encouraging group activities in the classroom.

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

- The College ensures that only those faculties are appointed and retained who are well Experienced.

- Faculties participate in seminars, workshops, etc. organized in the College and at different places.
- Teacher Educators' sensitivity gets sustenance through their ability to organising cultural and literary activities of multiple natures. They organise paper presentation on different themes.
- The teachers select students for various sports teams in such a way as to provide representation to various regions, religions; languages, etc.
- The college makes all out effort to Develop a clear understanding of the psychology of students.
- Acquaint with the educational needs of special groups of students.
- Create interpersonal relationship with all the characters involved in the process of teaching-learning.
- Develop adaptability to the changing scenario in the society

**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?**

The College provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are:

- Every session and important functions are started with the 'Prayer'.
- Organizing various social and cultural programmes.
- Celebrating days of National, International and Social importance, such as Republic Day (26th Jan.), Independence Day, Women's Day, Ied, Diwali, Aids Day, Science Day etc.
- Organizing Extension Lectures.
- Daily Display of thought of eminent thinkers & educationist on display board.



- Case study and sociometry identify the diversity existing among the students. The type of personality can be assessed, introvert, low achiever or gifted, slow learner or fast learner. Every teacher educator is a good counselor.
- They give individual as well as group counseling to the students in the class.
- In maintaining the greenery at the campus student teachers are motivated to plant trees and flowering plants and also they are assigned duties to protect them.

## **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 library is used as resource and knowledge centre and students are motivated to use the resources on daily basis and spend some time in the library every day without fail.
- There is a facility of Internet (Broadband) in computer room, where students can use it to prepare seminar, assignments and notes.
- Following academic calendar of the session.
- Micro teaching and practice teaching.
- Class Tests and assignments.
- Discussions.
- Students are engaged in active learning through role-playing.

- Peer observation and discussions are also conducted.

**2. How ‘learning’ is 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?**

Learning is made student-centered by encouraging participatory learning activities as

these provide a lot of scope for the student teachers for self learning leading to self development.

The various participatory learning activities adopted by the institution are:

- Preparing assignments
- Downloading web resources
- Preparation and presentation of seminar papers
- Group discussion
- Co-operative learning
- Case study
- Language Learning.
- Computer Learning.
- Paper Analysis.
- Book Review.
- Science Practical.

**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.**

At Jayalakshmi Narayanaswami College of Education integration of traditional as well as modern methodology of instructions are used to impart the instructions & providing various learning experiences to the student teachers. The traditional methodology include lecture method, discussion, where as Various strategies have been adopted by the

institution to ensure effective learning of the students which include simulation, audio-visual aids, learning by doing, assignments etc.

Concept attainment model Soc Studies & Language:

- Advanced organizing model
- Computer aided lesson Planning
- Problem-solving method
- Project method Language
- Debate and discussion method
- Multimedia approach
- Story telling method Role-play method

**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 B.Ed. curriculum prescribed by the Affiliating University prescribes theoretical concepts of models of teaching. Before the practice teaching, students are given exposure to various aspects of lesson planning such as.

- Behavior terms
- Content analysis, methodology
- Technique & strategy of teaching
- Use of instructional material
- Classroom interaction and follow up

**5. Do 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.**

Yes, Teaching skill is sharpened by micro teaching practice. Students are provided immediate feedback. Orientations to the different skills are given by the teacher educators. The different skills practiced are

- Skill of set induction
- Skill of explanation

- Skill of black board writing
- Skill of questioning
- Skill of illustrating with examples
- Skill of stimulus variation.

**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.)**

Before the practice teaching in schools, micro-teaching lessons are prepared & presented by the pupil teachers in their concerned teaching subjects. The faculty members give demonstration lessons in their concerned teaching subjects. Students practice their mega lessons in simulated conditions.

- Two lessons per day are delivered during their practice teaching sessions.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers remarks on the Student teacher. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feed back is also provided in the college collectively on subsequent days

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

The teaching practice is done in any one of the recognized school for a continuous period of 40 working days which includes 10 days of observation phase.

A group of students are attach with the particular school which was selected by the institution. In that school students are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debates, and competitions. During Block Teaching period student teachers participates in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students' attendance, learn how to manage funds & other material of the school and also actively participate in the cultural event 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, the practice teaching sessions/plans are developed by involving the school staff

- he practice teaching time tables are prepared with the concurrence of the school principal or supervisor. T
- he units are given by the school subject teachers. T
- he lesson plans are submitted to the guiding teacher T
- imings, activities and responsibility are finalized with the help of school subject teachers. T
- chool supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement. S

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

Before the initiation of the practice teaching the student teachers are well oriented with the micro skills, different methods and techniques of teaching, models of teaching, powerpoint presentations, preparation of different teaching aids, improvised aids, working models, etc. The student teachers have the freedom to use the best suitable means for the effective transaction of their lessons. Rigorous guidance and practice at the initial stage brings the desired and the best output from the student teachers. Motivating the students to use ICT in their presentations.

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

The college has incorporated new technologies into its teaching-learning programmes and encourages students and faculty to use and adopt them in teaching-learning.

- student-teachers are trained in the art and technique of giving lessons by using latest technology in education. S
- They are motivated and encouraged to use computer and ICT. T
- They are required to use the computer and develop their own presentation. T
- Student-teachers are also required to deliver at least one lesson-plan using through Power Point Presentation. S
- Development of multimedia packages is made compulsory. D
- Operating various projectors like LCD projector and overhead projector is practiced. O

- downloading web resources related to their subjects is done.
- Teaching competency is assessed mainly on the adoption of technology in practice teaching.

## 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.

Practice teaching session /plans are developed in partnership and cooperatively involving student-teachers and staff helps each other in deciding /selecting topics for lesson plan for their teaching.

- During meetings with school heads the educational needs and syllabi of schools are taken into consideration.
- Collecting the time table and accordingly planning the schedule.
- Taking the units from the respective subject teachers and then planning the lessons.
- These lesson plans are then corrected by the guiding teacher educators Individual guidance is given to each student teacher.

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

The decision is taken on the basis of student strength of school, availability of space, number of sections in a class, number of students in a section, the number of required pupil teachers in a school, distance from residence etc

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

- Feedback is a regular mechanism adopted by the institution to inform the student teachers about their respective performances.
- Feedback is given on a one to one basis.
- The strengths and the weaknesses are analyzed and communicated to the student teachers.
- Feedback of overall performance of the student is given by the head of the practice teaching schools.
- School staff, mentors and head of the school and teacher educators help the student teachers to improve their performance by the feedback schedule, instructions, suggestion and advice.

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

Good report is maintained between the college and schools. Information regarding policy directions and educational needs of the school are gathered by the teacher educator through telephone or in person. And following process are done.

- Conducting Orientation programmes with respect to every activity that has to be conducted in schools.
- Monitoring every activity of the student teacher
- Guiding the student teachers at every stage of their activity.
- The information is circulated among the staff members and the relevant content is passed on to the student teachers.



- Any changes in curriculum, reforms in examinations and teaching methods are conveyed to the students in the classrooms as part of curricular transaction.

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

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies

- Access to internet equipments the faculty with recent methods and technique.
- The text books of the equitable systems are available on website and they are thoroughly used by the faculty.
- Student teachers do text book review and therefore it is possible for them to keep face with the recent development in the school subjects.
- The student teachers are all trained to browse the internet for recent developments in methodology.
- The faculty enthusiastically interact with the student teachers to update them with the recent innovation and developments in the school subject.

**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.)**

- Encouragement to enroll for higher education
- Promotion of research activities
- Participation in orientation and refresher courses
- Attending seminars, workshops and training programmes.
- Paper presentations at the local and national level.

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

Yes, the institution appreciates and motivates teacher educators for their good

Performance by felicitating during:

- Alumni function
- Teacher's day
- Annual day

**2.5 Evaluation Process and Reforms**

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

The barriers to students' learning are identified, communicated and addressed by the staff members of the college. Students' needs and problems, suggestions, requirements are properly addressed by the faculty members.

The barriers to student learning are identified through:

- Informal talks,
- Suggestion box
- Performance at practice teaching
- Examinations
- Mentoring
- Assistance with notes

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

**B.Ed programme:**

- There is internal assessment for all the six theory course. 20 marks for each course is allotted for internal assessment.

- The internal assessment is made on the basis of test scores, performance in seminars and preparation of assignment. For each course students are to present 2 seminars and prepare 5 assignments and 3 Internal test are conducted.
- External examination both theory and practical are conducted by the university at the end. 80 Marks for each course is allotted for theory examination and 400 marks for the practical examination.
- Modal examination is conducted.

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

- Valued answer scripts and assignments are shown to the student teacher. Their errors and short comings are pointed out to them and suitable remedial actions suggested.
- This contributes to transparency and faith in the system. The students have the option to re-do the assignments and internal test to improve their scores.
- In seminar session, immediate feedback is given by the teacher educator and the peer group. This improves the performance of the students.
- The effective communication of the evaluation out comes help the student teachers to perform excellently in the university examinations.

### **5. How ICT is used in assessment and evaluation processes?**

Computers are used for the question paper setting, result recording and analysis. LCD projector, O.H.P., audiovisual recorder with T.V. and Tape-Recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making corrections in linguistic skills.

## **2.6 Best Practices in Teaching -Learning and Evaluation Process**

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

- Transparency in working.
- Integrated approach in teaching-learning.
- Use of ICT in organization of events and presentations.
- Brain storming sessions.
- Remedial teaching.
- Use of LCD in teaching.
- Power point presentation by the student teachers.

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

- Creative and reflective thinking is motivated by using LCD and power point.
- Preparing PLM packages using power point slide has proved that the student teachers use technology widely.

## **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?**

- Granting study leave for the teachers taking up fulltime research work
- Encouraging teachers to participate in the seminars conducted by various colleges and universities.
- Granting OD permission to teachers for attending the same. Providing them with TA and DA

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

- Multimedia Based Learning
- Internet Awareness
- Environmental Awareness
- Programmed Learning
- Achievement
- Active Learning Method]
- Current Affair Awareness
- Curricular Aspects
- Co-curricular Activity

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

Yes, student teachers undertake Action Research during practice teaching. They identify the problems they face in the classroom and attempt to solve them, through action research, with the help of staff members. This helps the teacher educators and student teachers to promote research attitude.

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

**List of Seminars Conducted:**

S.NO	YEAR	SEMINARS ORGANISED	ATTENDED	
			FACULTY	STUDENTS
1	2010-11	1	04	23
2	2011-12	1	06	35
3	2012-13	1	08	42

<b>S.NO</b>	<b>YEAR</b>	<b>TITLES</b>
1	2011-2012	Continues Evaluation Issues and concern
2	2012-2013	Effective Class Room Instructions
3	2012-2013	Enrichment in Teaching and learning

### **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.**

- Teaching with OHP
- Power point Presentation of Learning Material
- Programmed Learning Material
- Recording Micro lessons

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

- Books

- Journals
- Education Technology Lab
- Language Lab
- Computer facility with internet connection

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

- Power Point Presentation of Materials
- Comparing web pages
- Browsing Materials

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

**a. Organized by the institution**

During group activity hour, training is given to students to develop Power Point Presentation of certain topics. Computer Science students develop Multimedia Packages for their school subjects.

**b. Training provided to the staff**

Resource Person give training on the preparation of Teaching Aids.

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

Nil

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

Nil.

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

Research Projects are in Initial Stage

### **3.3 Consultancy**

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

- Yes. The institution provides consultancy services to Faculty of different colleges
- The institution provides consultancy services to school teachers on dealing with hard spots in the recent Text books prepared for the Equatable System of Education.

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

Yes, the staff members of our college are competent to undertake consultancy. The areas of competency of staff members are:

- Training in communicative skills
- Stress management for students
- Computer skill development for school students



**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?**

All the expenditure incurred in carrying out consultancy service is borne by the Management. The Management collect money from nearby schools for offering service. It is approximately 15,000 per year.

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

The Institution collect money for consultancy service. The collected amount is used for the welfare of women self help groups, students and nearby schools.

**3.2 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)**

Our students render their services to the local Community

- Evening special coaching classes to the poor students residing in their locality
- Teaching English for the School children
- Conduct health awareness and literacy awareness programme

- For those who have successfully completed B.Ed course, on-line registration in the office of the Employment Exchange is done by the Institution.
- Visited old age homes, orphanages, rehabilitation centre for mentally retarded children and donated dresses, sanitary items, tooth paste, tooth brush in addition to cash donation
- Planted samplings in and around Campus and monitor their growth.

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

- Parent Teachers Association donated books to the Library. Parents take active part in the celebration of National Days and various festivals and the observation of important Days
- Parents in good manner turn out for college day function and appreciate the cultural programmes performed by our students. They honor the teacher educators with mementoes
- Alumni donate old books for the book bank maintained in the institution.
- Schools in and around Pallipattu have given appointments to the student teachers through on and off campus interviews
- The CEO permits the student teachers to undergo practice teaching in the schools under his jurisdiction

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

- To create awareness about the traffic regulation
- To promote good health habits among the people of the adopted village
- To create awareness about eco-friendliness

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

Yes, literacy awareness projects

- Interviews were conducted with the parents
- Causes for the dropouts were identified
- Parents were motivated to send their school age children to school

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

- Five day residential camp on ‘Citizenship Training’ is conducted through which citizenship values are inculcated
- Many programmes are arranged during the camp to develop social values and skills
- National Days and Festivals are celebrated to develop patriotism, national integration and religious tolerance

- Important Days are observed to develop good personality traits, leadership qualities and love for humanity
- Life skills are developed during bridge course

### **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.**

#### **Red Ribbon Club**

Red Ribbon Club of the institution has a linkage with the Tamil Nadu state AIDS control society. AIDS Awareness was created among student teacher

**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.**

Nil

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

- Teaching
- Training
- Practice Teaching
- Extension
- Publication
- Student Placement

**Teaching:** To eradicate illiteracy among rural peoples

**Extension:** RRC linked with Tamil Nadu State AIDS Control Society works for the AIDS Control among the people of Chennai

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

The institution has effective linkages with the school sector to assist and develop the following activities:

- Practice teaching of Student teachers.
- Placement of the Student teachers.
- Consultancy Services.

**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.**

Yes.

- The faculty are actively engaged in schools with teachers and other school personnel to design, evaluate and deliver practice teaching
- Practice teaching plans are designed by the teacher educators in consultation with the school heads, teachers and the authorities
- The practice teaching design includes the duration i.e. the commencing and closing date of practice teaching, classes to be taught, portions to be covered, medium of instruction and guide teacher of student teacher

- The student teacher prepare the lesson plans and teaching aids for both the optional under the guidance and supervision of the teacher educators
- The student teacher gets their lesson plans and teaching aids approved by the guide teachers before they start teaching. The guide teachers , if it warrants, make corrections and modifications in accordance with the existing methodology advocated by the department with the concurrence of the teacher educators
- The teacher educators frequently visit schools, discuss with the guide teachers about the performance of student teachers and monitor two lessons at least and record the feedback

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

- ♦ School teachers are invited to give demonstration lessons to B.Ed students
- ♦ Experienced school teachers are invited to give lectures on self development
- ♦ Other college staff, university faculty and experts are invited for giving lectures. Our staff also go to other colleges and schools to give lectures
- ♦ The faculty of the institution are consulted for conducting seminar in other colleges.
- ♦ The veteran heads of reputed schools are requested to offer their valuable suggestions for quality enhancement

## **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?**

- ♦ Establishment of IQAC
- ♦ Constitution of the Research Committee
- ♦ Project on literacy development

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

- ♦ Case study and action to cater to the diverse learning needs of the school students
- ♦ Free evening tuition for poor students residing in the locality of the student teachers
- ♦ Admission of 'Dropouts' in regular schools

## **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.**

The institution has excellent physical infrastructure as per NCTE norms. The land area of the college is 3.37 acre

- Class room's provisions are modernized for teaching learning process

- Modernized educational technology lab, well equipped science and psychology lab ,advanced computer technology laboratory, improvised gadgets, peripherals and instruments. Art and Music
- Spacious administrative building
- 24 hours mineral water supply and power supply with UPS and Generator connections
- Automated and very spacious well stacked Library
- Spacious and well ventilated auditorium

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

There is a large vacant space wherein sites are earmarked for future development of Infrastructure. There is every means to meet the need for augmenting the infrastructure to keep pace with the academic growth.

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

The overall personality development of the students is the aim of the college.

- Psychology lab
- Science lab
- Educational Technology lab
- Computer lab
- Library
- Equipped class rooms with good ventilation.



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

The College is self-sufficient as far as the infrastructure is concerned.

**3. 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.)**

- The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff.
- Attached toilet facilities are provided in Principal's room and Correspondent's room.
- To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out.

**4. 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.**

No, Hostel Facility is not available

**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.**

	2010-11	2011-12	2012-13

Building	3,00,000	3,25,000	3,25,000
Laboratories	60,000	1,15,000	1,20,000
Furniture	20.000	20.000	25,000
Equipments	25.000	25.000	27,000
Computers	50,000	55,000	61,000
Compound wall and Ground filling	2,00,000	1,50,000	80,000

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

A variety of Co-curricular and extracurricular activities are conducted throughout the year. It results in the optimal utilization of available infrastructure facilities.

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

- Every year number of trees are planted in the college campus.
- They are watered and maintained regularly with the help of gardener and students.
- Pollution free atmosphere is ensured.
- The waste water management is overseen by the sanitary staff and the gardeners.
- Environment Hygiene is given top priority.
- The student teachers of the institution are not only eco-friendly, but also eco-warriors.
- The institution preserves a healthy eco-system.

### 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, one qualified librarian and a library assistant take care of library. Library is fully computerized with OPAC facility.

The Computers, Printer and Xerox machine are available in the Library. Display Board is kept for displaying the new arrivals.

**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.).**

(i)Number of Books

Text books - 3850

Reference books - 3850

(ii)Number of Journals

National - 15

International - 05

(iii)Magazines - 10

(iv) CD/DVD - 143

Other ICT tools

i. Over Head Projector - 1

ii. OHP Screen - 1

iii. Television - 1

DVD - 1

iv. Audio system - Available

v. LCD projector - 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.**

Yes, the functions of Library is decided and monitored periodically by the Library Committee. The Library Committee consists of four members. The Committee is headed by the Principal and two of the staff members along with the librarian are the members of the committee. The decisions in the committee with the purchase of books, subscription for the journals and the regulations regarding the book issue are taken by this committee. The publisher and Book Companies periodically sent catalogues of books of recent publication and latest arrival to the market to the institution.

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

Yes, the library is computerized with the Online Public access Catalogue facility. With the help of OPAC our students find out availability books in the entrance itself. Moreover, if the book has been issued to somebody else, the students have privilege of reserving the particular book. Bar coding system is available in the Library.

**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, our library has computer, Internet facilities. All these facilities are available to all staff and students during the working hours of the library (i.e) 09.00 A.M to 5.00 P.M.

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

Yes, our institution use inflibnet in the automated library.

**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.)**

Except Sundays and Public holidays the library is kept open from 10.00am to 5.00 pm. The library is kept open for more than 300 days in an academic year. On special occasions it is kept open even on Sundays and public holidays.

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

The new arrivals of books and journals are listed out and drawn in board. Separate display rack is maintained for new arrivals.

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

In order to help economically backward students, book bank is maintained in library. The trust Members of our institution and alumni association contributed books. The books are issued at the beginning of the academic year. The students surrender books before university examinations.

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

Physically handicapped students go to the library with the assistance of their peers for using reference materials. Issue of books to the physically handicapped is done on their code, but through the peers.

#### **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.**

The institution has well equipped language lab. It consists of 25 computers with headset for the development of communicative English. It is open from 9.00 A.M to 5.00 P.M on all working days. Time table has the provision of group activity hour, in which one group utilizes the lab facility at any during working hours.

The computer lab consists of computers with LAN connection. All system have internet connection. Dot matrix printer is available in the computer lab. The software in the laboratory are Photoshop, Flash, Ms-office ,Microsoft Front page, PageMaker , Visual basic, Antivirus , DVD writer, Adobe Reader8 etc.

The students are given training on efficient handling of the equipments available in the education technology lab. The availability of computers , OHPs , LCD ,Radio ,Tape recorders, Television, White board , amplifier , Cordless mike, Collar mike, Video cassettes and Audio Cassettes facilitate the students to update their knowledge.

The principal room is equipped with an inkjet printer and a computer with a internet facility. The office is computerized with tally software.

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

Yes, there is a provision for computer literacy in the curriculum. Weekly four hours are allotted for group activity in which one group is trained by the faculty in Computer technology.

The college emphasizes the following skills:

- Operation of Windows XP
- To access with MS Office
- Scanning images
- Designing the layout for the college magazine by using Page marker and the Photoshop.
  
- Creating a new email ID and sending mails
- Browsing Internet
- Preparation of power point presentation and multimedia
- Comparison of web page in the respective optional subjects.

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

LCD Projector and the screen is fixed permanently in the Multipurpose hall. All the faculty members are well versed in using LCD Projector, OHP and Computer. CAI modules are used in teaching and learning processes.

**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 students are trained to use OHPs and LCDs. They download the necessary information for developing lesson plans. The achievement test marks are analyzed with the help of Ms excel. They compare different websites to teach the content of practice teaching. They prepare OHP transparencies, slides, film strips, PLM and power point presentation for their practice teaching content.

**4.5 Other Facilities**

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

The infrastructure already available beholds good and effective for students. The college already owns 3.37 acre of land. This land is enough for any future growth also. The laboratories are also maintained with sufficient equipment norms.

**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?**

All the Students have the access CD's and audio cassettes available in the institution. During teaching practice the students use tape recorder to develop communicative English of the school students. The students use the Tamil grammar, Thirukkural, Maths Dictionary, Physical Science Experiments, Body Systems, Cells, Insects, C++, Encyclopedia, English Phonetics and Phonology etc.

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

The following laboratories are available in the institution

- Physical Science Laboratory
- Psychology Laboratory
- Educational Technology Laboratory
- Computer Laboratory
- SUPW Room/Workshop



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

**Multipurpose Hall:**

The multipurpose hall is optimally used for conducting seminars, cultural programmes, meetings and celebration of national festivals.

**Sports:**

During group activity hour, one group is engaged in sports activity. The physical director guides and trains them in the game in which they are interested.

- 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 the classrooms are equipped with glass board and a flannel board. All the faculty members use either OHP or LCD for teaching learning process.

In future, we have the plan to install speaker and intercom facility to all classrooms.

**4.6 Best Practices in Infrastructure and Learning Resources**

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

- All the faculty members either use OHP or LCD for teaching learning process.
- The practicum part of curriculum is given more importance.
- Participation in seminar is encouraged by the faculty.

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

- ♦ Preparation of multimedia packages on the school curriculum.
- ♦ Comparing web pages of different websites on the recent development of their optional subjects.

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

The management is ever eager to invest in additional infra structure. This desire to keep pace with the latest facilities is the best practice in vogue in the campus.

## **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?**

Before the professional education programme commences, the institution assesses their entry behavior by means of a standardized tool. A bridge course is organized which is suitable, relevant and useful for the successful completion of the programme. The bridge course includes “stress coping management”, “transactional analysis”, “communication skills development”, “self awareness and self motivation”, “Positive-thinking”, “emotional intelligence”, and “time-management”. The institution ensures that they receive appropriate academic and professional advice through this course.

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

The institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students by the following factors and activities.

### **Factors:**

- ♦ Lofty building in sylvan surroundings.
- ♦ Well equipped laboratories and library.
- ♦ Fully furnished commodious and airy classrooms.
- ♦ Highly qualified, efficient, experienced and caretaking faculty.
- ♦ computer laboratory.
- ♦ Fully automated library.
- ♦ Protected drinking water facility.

### **Activities:**

- ♦ Daily assembly with “Thamizh thai vazhthu”, “Throught for the day”, “Thirukkural”, “5-minute speech on moral values”, “News reading”, and “National anthem”- all by students.
- ♦ Weekly “Flag hoisting” with “Oath Taking”.
- ♦ “Talent hunt” wherein the students voluntarily come forward to exhibit wide variety of talents.
- ♦ Orientation by faculty.
- ♦ Personality development, guidance and counseling sessions.
- ♦ Celebration of all festivals, National Days and observation of important Days.

**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?**

Our College has 3 dropouts during the academic year 2010-11 and 2012-13. To avoid dropouts, the college has planned to give counseling to the students from the beginning of course.

**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?**

There is the provision of extra – classes and coaching on Sunday and other holiday by the teachers and other outside expert. This helps the student in awareness preparation of all competitive exams.

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

Year	2010-11	2011-12	2012-13
<b>Higher studies</b>	4	5	9
<b>Teaching</b>	7	8	8

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

Yes. All the old students are the members of the Alumni Association. There is a constant contact between the old students and the institution. Those who go for

further studies may require assistance from the faculty, library and computer laboratory. Besides, those who prepare for competitive examinations may require assistance from the faculty and library. These old students are guided by the faculty and permitted to make use of the computers and library.

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

Yes. The institution provides placement services. There is a placement cell.

- ♦ Providing information about the job opportunities to the students.
- ♦ Orienting the students in the preparation of resume and facing the interview.
- ♦ Conducting “Placement Fair” inviting the principals and correspondents of schools in and around Chennai.

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

The placement cell faces the following difficulties

- ♦ Students belonging to far off places are reluctant to get placed in schools in and around Chennai.
- ♦ Salary offered by the schools is very low.
- ♦ It is difficult to make all the school to attend the fair on the same day.

**The Institution overcomes the difficulties by:**

- ♦ Advising the students to seek appointments in schools in their area on application.
- ♦ Schools which offer decent salary are identified and invited for the placement fair.
- ♦ Schools are invited to visit the college and conduct interview according to their convenience with prior intimation.

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

No

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

The following are the resources provided by the institution to the placement cell:

The management extends its financial support for

- ♦ Postage and transport
- ♦ Snacks and tea for the employers
- ♦ Lunch for them
- ♦ Other expenses regarding placement
- ♦ Our faculty prepares the resume for the students, prepare the students to face the interview confidently and extend their help in organizing the placement fair.
- ♦ The institution provides LCD and OHP to the placement cell to enrich the teaching session.

**5.2 Student Support**

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

For effective transaction of curriculum, the teachers of B.Ed prepare course outlines in the teacher diaries for the concerned subjects to be taught by them. These course outlines are prepared well in advance by the teachers before commencement of classes and planning is done month-wise as well as week-wise. In these teacher diaries, the outlines for micro teaching and simulation activities are also prepared. The planning is done by keeping in view the resources and time available.

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

The institution does not plan the curricular activities differently for physically challenged students. There is only one curricular planning.

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

Yes. The institution employs tutorial system to mentor the individual students. The total strength is divided into 8 groups. Each group is entrusted to a faculty. The faculty in charge of the group provides guidance and counseling to each individual ward. Any problem inside the campus or outside, personal or family, academic or non-academic, at home or in practice teaching schools is solved with care and affection. The wards bask in love and affection of their respective mentors.

**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 institution has given to the student's utmost freedom to meet their tutors whenever they feel uncomfortable or inconvenient. Provision has been made for tutorial sessions. The tutors interact with the students individually and in group for solving the problems.

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

Yes, the institution has its website: [www.jnceducation.com](http://www.jnceducation.com)

Information posted:

- ◆ Rules and regulations for admission

- ◆ Vision and mission and values of the institution
- ◆ Extension services
- ◆ Union activities
- ◆ Citizenship training camp activities

It is updated once a year.

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

Yes. The institution provides remedial programme to the academically low achieving students. Tutors, for their respective wards, conduct remedial program after 5.00pm

**7. What specific teaching strategies are adopted for teaching**

**a) Advanced learners and (b) Slow Learners**

a) Advanced learners are encouraged to take active part in seminars and co-operative learning.

b) Slow learners are identified by the tutors and they receive constant and continuous assistance from the tutors as well as from the advanced learners.

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

A sound and counseling cell is functioning in the institution.

**Services available:**

- ◆ Career counseling
- ◆ Academic counseling
- ◆ Personal guidance and counseling
- ◆ Counseling for inter personal relationship among students and with faculty.



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

There is a grievance redressal cell in the institution. A grievance box is available for students to drop their grievances. Weekly it is cleared and grievances redressed. As the institution is keen on providing all the facilities needed, only few grievances were brought to the notice of the institution during the last 2 years.

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

Theory component:

- ◆ Unit tests are administered on completion of each unit.
- ◆ Three Internal tests are conducted.
- ◆ One model exams are given
- ◆ Feedback is given after the valuation of each test and examination.

**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?**

Before sending the teachers to the teaching practice schools the institution ensures that they are competent to begin practice teaching.

**Pre practice preparation:**

- ◆ Teacher educators give them practice in micro teaching skills. Every student teacher is given practice in five skills for both optional. Teacher educators and peers feedback improve their skills.
- ◆ The student teachers observe the demonstration lessons done by the teacher educators and experienced school teachers to the school students in actual class rooms. They record the class transactions carefully.
- ◆ The student teachers take two lessons, a lesson for an optional, in the presence of the teacher educator's incorporating the micro teaching skills they have already practiced and the points they have noted down in their demonstration records.

The lesson plan and the teaching aids prepared by the student teachers are corrected and modified by the faculty for better outcome.

**Follow-up support:**

- ◆ During practice teaching faculty supervise the student teachers.
- ◆ The faculty observes the student teachers in the class in order to know how they manage the class, how they use technology, how they use the blackboard and how they follow the lesson plan.
- ◆ If the student teachers encounter any problem during their practice teaching the faculty renders their support in solving it.

### **5.3 Student Activities**

**1. Does the institution have an Alumni Association? If yes,**

- ◆ **List the current office bearers**
- ◆ **Give the year of the last election**
- ◆ **List Alumni Association activities of last two years.**
- ◆ **Give details of the top ten alumni occupying prominent position.**
- ◆ **Give details on the contribution of alumni to the growth and development of the institution.**

**i) List the current office bearers**

1. President : S. Mary Sylvia
2. Secretary : S. Ilaya Raja
3. Treasurer : B. Yamini

**ii) Give the year of the last election:**

**(iii) List Alumni Association activities of last two years :**

- ◆ Alumni association meeting was convened and the office bearers elected.
- ◆ Alumni gave cultural program.
- ◆ Alumni donated plastic chairs and backdrop for stage.

**(iv) Give details of the top ten alumni occupying prominent position.**

- |                     |   |                |
|---------------------|---|----------------|
| 1. President        | : | S. Mary Sylvia |
| 2. Vice – President | : | R.Ramadoss     |
| 3. Secretary        | : | S. Ilaya Raja  |
| 4. Joint- Secretary | : | W. Vijaya Olga |
| 5. Joint- Secretary | : | C.Raja         |
| 6. Treasurer        | : | B.Yamini       |
| 7. Members          | : | G.Kulanji Devi |
|                     |   | P.Kavitha      |
|                     |   | A.Rajesh       |
|                     |   | A.Daisy Rani   |

**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.**

- ◆ The institution encourages the students to widely participate in extracurricular activities.
- ◆ The faculty, in charge of college union, sees that number of competitions in art and literature are conducted throughout and students participate in good number. Prizes are awarded on the college day function.
- ◆ The students are encouraged to participate in debates both Tamil and English

**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.**

- ◆ College magazine is published every year. Two of the members of the editorial board are students. Two students represent magazine committee. They collect the materials from the students. The best are published in the magazine.

- ◆ The students involve themselves in bringing out the news letter twice a year.

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

Yes. The institution has made students council for every academic session to give the representation to the student teachers.

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

- ◆ Red Ribbon Club : AIDS Awareness programme.
- ◆ Grievance redressal cell : grievances by the students are redressed.
- ◆ Fine Arts committee : Cultural activities.

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

Yes. The institution collects feedback from the students and stake holders at the end of the every year. The analysis of the feedback is kept in mind when the planning is designed for the next year.

**5.4 Best Practices in Student Support and Progression**

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

- ◆ Speech on values in the daily assembly by the students.
- ◆ Flag Hoisting and Oath taking on all Mondays.
- ◆ Celebration of all festivals- Pongal, Deepavali, Christmas, Ramjan and Onam.

- ◆ Observation of important days such as international Women's Day, World Sight Day etc.

**Services available:**

- ◆ Career Counseling
- ◆ Academic Counseling
- ◆ Personal guidance and counseling

## **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 various stakeholders?**

Institute has very clear-cut Aim, Vision and Mission for its academic mobility. **AIMS** - Jayalakshmi Narayanaswami College of Education aims to endeavor, encourage and fulfillment of the student need with latest educational facilities by providing qualitative environment education – industrial partnership to inculcation of the moral and ethical values , promotion of creative spirit and innovation of excellence.

**VISION** - Jayalakshmi Narayanaswami College of Education vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

**MISSION** - Jayalakshmi Narayanaswami College of Education Mission is to develop skill, dedication commitment orientation humanity, morality, ethics, and qualitative education for individuals, Institute make known all aims,

vision & missions to the people through website, prospectus, annual publication and displaying.

### **Objectives Of Jayalakshmi Narayanaswami College of Education**

- To promote higher education among rural youth.
- To provide professional education to rural women.
- To develop self esteem and self confidence among the weaker sections.
- 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.
- To inculcate research skills to find solutions to classroom problems
- To inspire individual, social, emotional and intellectual competence
- To create an awareness among student teachers about community, national and global issues
- To provide opportunities to interact with experts in the field of education
- To develop net working skills with their contemporaries

### **2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seek to serve, the school sector, education institution tradition and value orientation?**

Yes, the mission includes the institution's goals and objectives. The goals and objectives are framed so as to address the needs of the society at large. The needs of the student community and the school sector are taken care of while formulating the goals and objective of the institution. Curricular, co and extra-curricular activities are so designed and include in the academic plan that the mission is purposeful and beneficial to the community.

### **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.)**

Details of various committees and bodies.

### **1. Admission committee.**

Admission committee is headed by the principal with three senior teacher as committee members.

Composition of the committee

Chair person	: Principal
Members	: R. Thirukural M. Kuppan K. Saraswathy

It is the responsibility of this committee to oversee all admissions. Admission is done strictly in accordance with the rules of the state government issued from time to time and university regulations in vogue.

### **2. Grievance Redressal Cell**

Chairperson	: Principal
Members	: S.Sathyaraj K. Saraswathy

‘Complaint Boxes’ are kept in the college. Once in a fortnight, the committee meets to address the grievances. Based on their suggestions the principal takes necessary action for the redressal of the grievances.

### **3. Library committee**

Chairperson	: Principal
Members	: M. Hari Krishnan : M. Kuppan

### **4. Evaluation committee**

Chairperson	: Principal
Members	: R. Sampath : K. Sakthivel

This committee is responsible for the conduct of tests and examinations, preparation of question papers and keys, evaluation of the answer papers and the assignment, internal assessment of theory courses and the appointment of internal examiner for university practical examination.

#### **6. Alumni Association**

Chairperson : Principal  
Members : R. Thirukural  
: M. Kuppan

This association conducts alumni meet once in a year and resolves on the activities to be under taken in the subsequent year.

#### **7. Guidance and Counseling cell**

Chairperson : Principal  
Members : K. Sakthivel  
: A. Veronica

This cell divides the students into tutorial groups and each group is entrusted to a teacher educator in charge of the group counsels the members of that group.

#### **8. Parent Teacher Association**

Chairperson : Principal  
Members : V.Lovely Prasanna  
: S. Sathyaraj

Parents took part in all function of the college.PTA meetings are held once a year. Office bearers from parent side are elected every year.

#### **10. Red Ribbon Club**

Chairperson : Principal  
Members : M. Kuppan  
: K. Saraswathy



It creates AIDS awareness among people. It arranges for interaction session with HIV positive persons. It donates generously for the medical expenses of the AIDS affected persons.

**11. Infrastructure committee**

Chairperson : Principal  
Members : R. Thirukkural  
: A. Veronica  
: K. V. Elangho

**12. Extension Activities committee**

Chairperson : Principal  
Members : M. Hari Krishnan  
: A. Veronica

**13. Staff Selection committee**

Chairperson : Principal  
Members : K.V. Elangho  
: N.Bharanidharan

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

The principal convenes the staff council meeting at the beginning of the academic year. Various academic, co and extra-curricular activities of the college are planned. Members of the staff council are allotted duties and responsibilities to carry out the plans effectively. To arrive at crucial decision college committee meeting is passed on the staff council for the information and implementation.

**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?**

For reviewing the activities of the institution the head of the institution gets feedback from the students and staff members. The head of the institution analysis the written feedback received in formats as well as oral feedback

obtained on personal contact and discusses the outcome in the college committee meeting. This ensures that valid information is available for the management to review the activities of the institution.

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

The institution displays its vision, mission and goals to the stake holders and the student teachers. Frequent contact with student teachers, faculty and non-teaching staff ensures the identification of the barriers if any. Prompt and proper steps are taken to address the barriers if any identified. The orientation and bridge courses see that barrier erupts in hindering the realization process of the goals and objectives of 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?**

The staff has the freedom to try out new methods and materials. There are frequent interactive meetings of the staff with the Principal and the Management Trustee during which the performance of the Institution is reviewed and plans for improvement are charted out. There is due recognition for good performance.

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

The leadership function and powers of the head of the institution are in accordance with the rules and regulation prescribed by the university and the Government of Tamil Nadu. The day to day affairs of the administration are carried out by the principal with the expert assistance of the staff council. The decisions taken by the staff council are communicated to the student teachers.

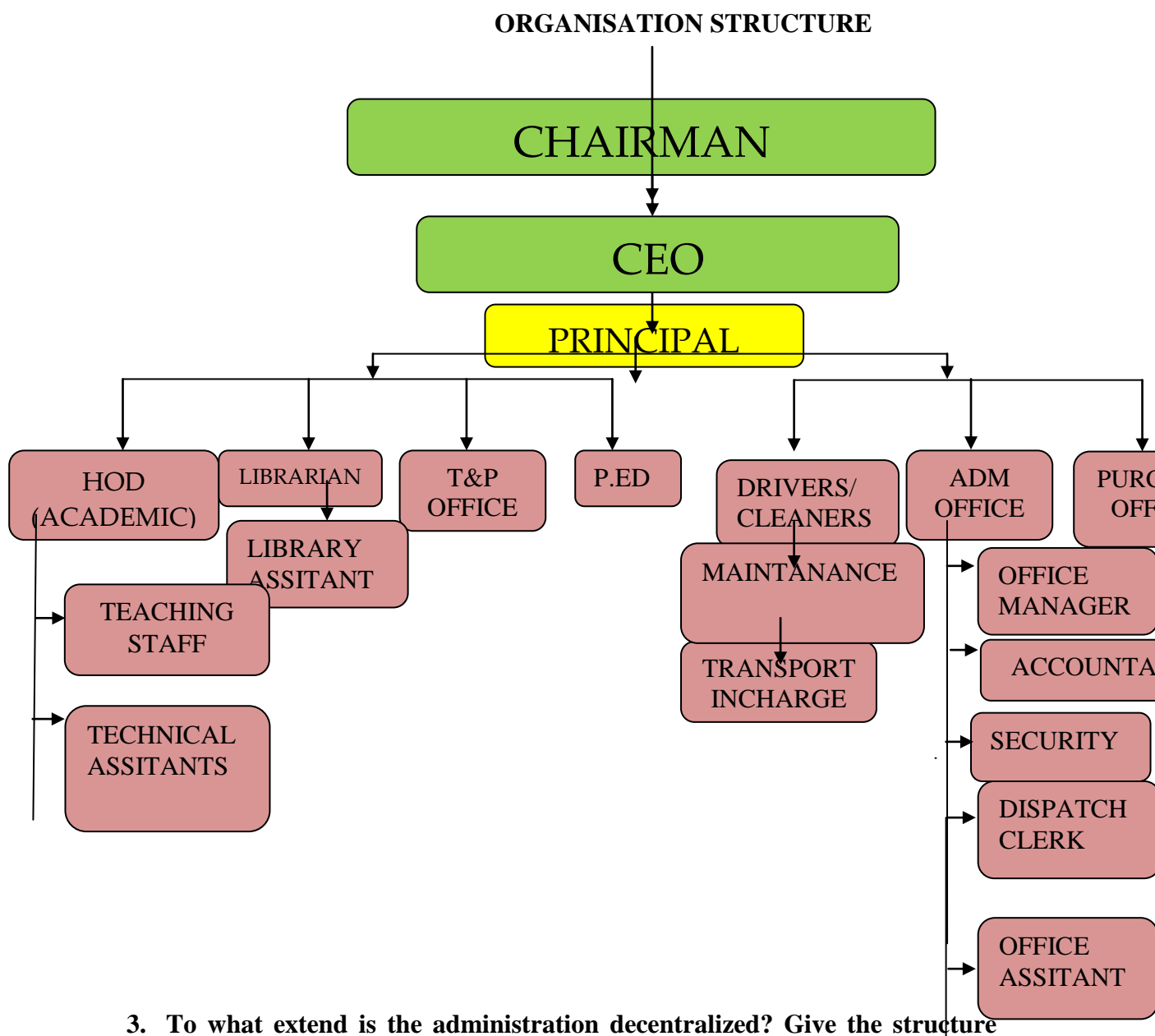
## **6.2 Organizational Arrangements**

**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 committees and associations that exist in this institution are

- ♦ Admission committee
- ♦ IQAC
- ♦ Infrastructure committee
- ♦ Library committee
- ♦ Alumni Association
- ♦ PTA
- ♦ Youth Red Cross
- ♦ Red Ribbon Club
- ♦ Staff Selection committee

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



**3. To what extend is the administration decentralized? Give the structure and detail of its functioning?**

The Chairman who is crown of the administration adheres to democratic practice and consults the principal and staff council. Decision regarding examination, discipline, extracurricular activities is taken only in the council. All the resolutions are recorded. Each committee has its complete responsibility for it is constituted.

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

The institution collaborates with the Chief Educational Officer and the inspector of matriculation schools for identifying the practice teaching schools.

◆ The institution collaborates with the practice teaching schools for sorting out the practice teaching design. The feedback of the mentors is taken into consideration for evaluation of the student's performance.

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

We get feedback from the students. Feasible suggestions are taken into account and accordingly, decisions are made. The institution also gets feedback from subject experts and academic peers and uses them for performance improvement. Installation of the second RO system, on the campus health services are the outcome of the feedback received from the students.

**6. sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

In the staff council all academic administrative, curricular, co and extra-curricular and extension activities are decided and every decision is recorded in the minutes record. All the duties associated with the above activities are allotted to the staff in rotation.

**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 institution has no MIS in place. However academic and administrative data and information are computerized. Assignment, internal test and examination marks are computerized. Data and information regarding staff, students, payroll and service particulars are also computerized.

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

The management provides adequate financial and human resources for accomplishment and sustaining the changes resulting from action plans. Out of sheer interest and involvement, the Parent Teacher Association and Alumni Association of the institution contribute financial assistance by way of donating article and books.

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

The resources needed to support the implementation of the mission and goals are mobilized by the management from its fund and fees collected from the students.

Recruitment of teaching and non-teaching faculty is made by the management through the staff selection committee. The management is very particular in recruiting the right persons for filling in the vacancies

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

The academic plan is prepared at the beginning of the year after detailed discussions by the College Council all teachers are members. The plan is further discussed in the IQAC and after fine tuning; the same is accepted for implementation. The practice teaching sessions are dovetailed into the programme after consultations with the Headmasters and the guide teachers. The lessons to be taught by the trainees and the dates for observation / practice and the preparation of the trainees for practice teaching are discussed and finalized.

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

Based on the objectives, academic planning is done at the college committee. The decisions are informed to the faculty through staff council and non-teaching staff members through the manager.

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

The college committee and IQAC are the main bodies that review the activities of the college. Previous resolutions are reviewed and monitored in the review meetings. IQAC meets twice a year and staff council quite frequently at least once a month.

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

The institution gives in-service training to the teachers by sending them to in-service, orientation and refresher courses and seminars conducted by various colleges, universities, UGC and directorate of higher education. Through media the institution comes to know of the latest developments, the staff begins to use the technology and apprise the students of the same. The students are also encouraged to use innovations.

**6.4 Human Resource Management**

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

The circular of seminars make the principal and staff aware of the needs for progression. By conducting and attending the in-service programme, orientation programme, seminars we identify the faculty development 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?**

Once in a year, the institution gets the performance appraisal reports from the teaching staff members. The contents of the report are made known to the concerned staff member and after obtaining their signature and with the counter signature of the principal the records are sent to the management. Apart from self appraisal report, student's feedbacks are collected at the end of the course. Faculties concerned are informed of their strength and weakness are counseled for improvement.

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

Welfare measures for the staff and faculty, the management sanctions

- ◆ Festival advance
- ◆ Medical leave
- ◆ Incentive for M.Phil and Ph.D.
- ◆ Cash award for securing good results

**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.**

The institution arranged an orientation programme, state level seminar. For non-teaching staff refresher courses on accounting procedures were conducted.

**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 management recruits the teaching faculty and non-teaching staff. Salary and service conditions are fixed by the management. The vacancy positions are advertised in leading dailies calling for resume. The staff selection committee



conducts interview and meritorious candidates are recruited employees will be on probation for one year and they are confirmed after a year.

**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).**

At present, no part time faculty is employed in the institution.

**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 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 institution allows the faculty to attend the seminars, conferences, workshops refresher courses and orientation programme for professional development. They are encouraged to participate in academic activities such as presenting papers and publishing papers. The faculties are given study leave if they pursue full time Ph.D or M.Phil programme.

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

In this institution separate tables are given to the faculty. Common rest room is also available. Computer with internet are also provided to Faculties.

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

A suggestion and complaint boxes are kept in our institution. Principal is ever available to redress the grievances. The teaching and non-teaching staff and the principal provide information to the public whenever the public approach them.

**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.**

According to the university norms each and every staff has their work load. It includes

- ◆ Teaching hours
- ◆ Supervision hours
- ◆ Correction
- ◆ Tutorial hours
- ◆ Practical work
- ◆ Practice teaching supervision
- ◆ Co-curricular activities
- ◆ Extra-curricular activities
- ◆ Extension activities
- ◆ Guiding research scholars
- ◆ Counseling the students

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

- ◆ The institution sanctions incentive to the faculty acquiring M.Phil and Ph.D
- ◆ Cash award is given to the staff for producing good results.
- ◆ OD permission and TA&DA are granted to the staff for attending conferences and participating in seminars and workshops.
- ◆ The institution permits the staff members to take up remunerative assignments.

## **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 gets no financial support from the government. Income is generated through tuition fees and the source of revenue in our trust fund.

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

Resources mobilized through donations are very meager. PTA and Alumni Association donate articles and books to the institution.

**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 the 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)**

Income and expenditure statements are annexed.

**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).**

Yes, the accounts are audited regularly. Latest two audit reports are annexed.

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

Yes, Latest accounting software package and MS-Excel are used for the accounting process. All the salary and other details of the individual members are computerized.

**6.6 Best practices in Governance and Leadership**

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

Best practices in Governance and Leadership

- ◆ The academic plan is so designed that the goals objectives of the institution are realized to the maximum.
- ◆ The faculty are greatly motivated and encouraged by providing them all facilities and incentives.
- ◆ All the academic committees are given complete freedom to function independently.
- ◆ IQAC contributes optimally for the improvement of the effectiveness and efficiency of the performance of the institutional processes.

**Criterion VII: Innovative Practices**

## **7.1 Internal Quality Assurance System**

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

Yes. A sound and dynamic IQAC was established. The cell is so constituted as to strive for quality excellence on all lines right from the admission of students. This cell will aim at attempting for quality appraisal of curricular, co and extra-curricular activities, teaching and non-teaching staff members and the infrastructure facilities.

### **Activities Undertaken:**

At the beginning of the academic year the IQAC meets, discusses decides the activities to be undertaken during the academic year. Subsequently the teacher members of the cell in the staff council draw out the plan of action for the activities recommended by the IQAC. As and when the plan is executed, the staff council meets periodically to assess the execution of the plans. Non-teaching member of the IQAC contributes to the accomplishment of the activities successfully.

The following activities were accomplished on the recommendation of the IQAC.

The bridge course was conducted soon after the commencement of the curricular transaction. This included

- ❖ Stress management
- ❖ Communication skill development
- ❖ Self awareness and self motivation
- ❖ Positive thinking
- ❖ Emotional intelligence
- ❖ Time management
- ❖ Women empowerment

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

The objective of the institution is to train the students efficiently to become effective teachers. To accomplish the goals of the institution successfully, feedbacks are obtained through the following agencies.

- ◆ Teaching practice schools
- ◆ IQAC
- ◆ Alumni Association
- ◆ Academic peers
- ◆ Student teachers
- ◆ Campus Interview
- ◆ Parents
- ◆ Infrastructure
- ◆ Faculty

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

Academic activities performed during the year in the institution are planned in staff council meeting at the commencement of the year. Consequent meetings are arranged to evaluate the programme and to incorporate new programme if necessary.

**Jayalakshmi Narayanaswami College of Education** adheres to the norms and conditions laid down by the Tamil Nadu Teacher Education University. The faculty prepare the month-war and week-war syllabus and carry out the academic work. Every faculty maintain the work done register. The principal is keen to ensure the syllabus coverage pertaining to the week and the month.

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

To improve the quality of the administration and financial management of the institution, the office staff are properly guided by the auditors and there are periodically given training in the accounting procedures. The administrative members of the IQAC take care of the quality of administration. In the college committee meetings detailed discussions are done on all the administrative and financial matters.

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

Various constituents of the institutions are frequently consulted through meetings and personal contact and feedback are obtained

**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.**

Issues of inclusion are exposed to the teachers theoretically and practically. Our students became aware of the problems of children with physical and mental deficiencies through guest lectures by eminent therapists.

**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.**

To learn about inclusion and exceptionalities as well as gender differences and their impact on learning, a separate unit is provided in the core papers, optional papers and elective papers.

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

The following activities are envisioned in the curriculum to create learning environment that develop positive social interaction

- i. 5-day citizenship Training Camp to develop civic sense and social skills.
- ii. Cleaning on the campus and off the campus
- iii. Community work
- iv. First Aid Training
- v. Literacy Awareness programme.
- vi. Awareness program on 'health and hygiene' in the adopted village.
- vii. Educational tours and field trips.
- viii. Tree planting

**Activities for active engagement in learning and self-motivation.**

They include the following life skills.

- i. Stress management
- ii. Communication skills Development
- iii. Self awareness and self motivation
- iv. Positive thinking
- v. Emotional intelligence
- vi. Time Management
- vii. Women Empowerment

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

The institution provides orientation to the student teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs.



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

Integrated education is given to the physically challenged and differently abled students enrolled in the institution. The institution adopts different methods of addressing the special need of that challenged students.

**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)?**

- ◆ Every year international women's day is celebrated on 8<sup>th</sup> March.
- ◆ Programme on women are conducted by experts. The gender sensitive issues are successfully responded and handled by our teacher educators in the tutorial sessions. The guidance and counseling cell takes care of this problem and solves successfully.

**7. 3 Stakeholder Relationships**

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

- ◆ Annual college magazine
- ◆ Academic calendar
- ◆ Letter correspondence
- ◆ News letter
- ◆ Invitation for functions
- ◆ Participation of the stakeholders in the activities and functions of the institution.

**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 the meeting of

- ◆ IQAC
- ◆ Parent Teacher Association
- ◆ Alumni association
- ◆ Staff council
- ◆ Grievance Redressal Cell

Any success or failure of any process and satisfaction or dissatisfaction of students and stake holders are brought to light through the above mentioned get together. The failure and dissatisfaction are analyzed and causes are identified. Resolutions are made in the relevant meetings to convert the failures into success.

**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?**

- ◆ Redressal grievance Committee.
- ◆ Feedback forms
- ◆ Suggestion box.