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SECTION - A**Introduction**

Assessment and accreditation of institutions of higher education including teacher education institutions has been recognised as a quality ensuring mechanism all over the world. It has become necessary and relevant to our country as we have developed the world's second largest system of higher education rather rapidly during the last 50 years. Because of rapid expansion and other factors common to any developing country, the higher education system in India has become heterogeneous in every aspect. Quality assurance of such a system has become all the more important.

On the recommendations of the Programme of Action document that provided the guidelines for the implementation of the National Policy on Education (1986), the UGC established the National Assessment and Accreditation Council (NAAC) in 1994 with its headquarters at Bangalore, Karnataka. In pursuance of the same policy, the National Council for Teacher Education a statutory body came into existence on 17th August 1995.

The main objectives of the NCTE are to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

In fulfillment of the provisions laid down in the NCTE Act 12(k) “to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions” for quality assurance of teacher education institutions, the NAAC and the NCTE have entered into an MoU for executing the process of assessment and accreditation of all teacher education institutions coming under the provision of the NCTE.

The Methodology

NAAC in consultation with NCTE has formulated a three stage process for assessment and accreditation as given below:

- Preparation of the Self-appraisal Report by the teacher education institution for submission to NAAC
- Validation of the Self-appraisal Report by peers visiting the institution, and
- The final decision of NAAC based on the Self-appraisal Report and the recommendations of the team of peers.

Stage I: Preparation of the Self-appraisal Report

The first and the most important step in the process of assessment and accreditation is the preparation of the self-appraisal report by the institution along the guidelines formulated by NAAC-NCTE. The institution has to prepare the self-appraisal report in two parts, where Part I is the organisation of data and Part II is the self-analysis based on Part I. This will be an internal exercise by the institution which is expected to be done with honest introspection. It aims at providing an opportunity for the institution to measure its effectiveness and efficiency, and to identify areas of its strengths and weaknesses. Teacher education institutions who really understand themselves – their strengths and weaknesses, potentials and limitations - are likely to be more successful in carrying out its educational mission than the ones without such self-awareness. Self-appraisal is thus envisaged as the backbone of the process of assessment and accreditation.

It is through the self-appraisal report that NAAC understands the institution. In fact, the self-appraisal informs and orients the peer team during the visit to the institution. Hence the institution needs to present the factual details of all the aspects of its functioning, viz., the inputs, processes and the product generated, in a meaningful way. As the entire exercise would be based on this document, it should be prepared with utmost care. The self-appraisal report gives details which will help make the exercise effective.

Stage II: Visit to the institution

On receiving the self-appraisal report from the teacher education institution, NAAC will decide on the panel of peers and inform the institution. If the institution has any reservation against any of the members, it can record its objection, without suggesting alternatives. Choosing from among the other panel members, NAAC will constitute the peer team. Before the commencement of the visit, the peer team meets to discuss their observations based on the

self-appraisal report. Notes are compared and a list of strengths, weaknesses and areas for further probing are identified.

During the visit to the institution the peer team looks for evidences to validate the self-appraisal report. The peers interact with the various constituents of the institution and also check documentary evidence to understand the functioning of the institution.

At the end of the visit, based on the self-appraisal report and the evidences gathered the peer team makes a collective judgement on the accreditation status of the institution. A copy of the descriptive report is handed over to the head of the institution. The grading of the institution by the peer team and the descriptive report are placed before the Executive Committee of NAAC.

Stage III: Final decision of NAAC

The Executive Committee of NAAC reviews the report and takes a decision about the grade of the institution. The grade is valid for a period of five years.

Units of Assessment

To assess and grade teacher education institutions, following the three step process mentioned above and make the outcome as objective as possible, NAAC and NCTE have jointly developed a customized self-appraisal proforma and guidelines for self-analysis of teacher education institutions which elicit the various inputs and processes that characterize quality teacher education.

The units of accreditation will be as follows:

1. University departments of Education with UG and PG courses
2. Colleges of teacher education (affiliated and autonomous)
3. Colleges offering a teacher education program other than (a) and (b) above.

Criteria for Assessment

Any assessment and subsequent accreditation should be made with reference to a set of criteria so that the standing of an institution can be compared with that of other similar institutions. NAAC-NCTE have identified the following six criteria to serve as the basis of its assessment procedures:

- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension

- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management

The highlights of the six criteria are given below:

Curricular Design and Planning

This aspect requires information on how the curriculum design of the institution offers diversity and flexibility to trainees. It also seeks information on the practices of the institution in initiating and redesigning teacher education courses that are relevant to the regional and national needs. The details looked into are:

1. Admission procedure
2. Details of working and teaching days
3. Student ability level
4. Features of current syllabi and mechanisms for its monitoring and mid-course correction
5. Developing new courses; gestation time and running new courses
6. Curriculum design
 - Institutions' mission and goals
 - Feedback mechanism
 - Institution-school-communication
 - Inter/multi-disciplinarity components

Curriculum Transaction and Evaluation

This criteria deals with the efforts of the institution in providing appropriate teaching-learning experiences through curriculum transaction to trainees. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution. Besides, this criteria deals with educational innovation, attainment of specific mission and goals, plan for institution growth in future. The details sought are:

1. Curriculum transaction – aspects, components and details.
2. Faculty professional development and seminars, conferences, etc. for others.
3. Faculty appraisal – techniques
4. Focus on specific aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc.
5. Evaluation scheme: Theory - assignments and project work, Practice teaching, curricular activities, work experience, SUPA, tutorial, seminar, etc.

6. Other teaching-learning innovations

Research, Development and Extension

This part of the format seeks information on the activities of the institution with reference to research, development and extension. It also deals with the facilitating aspects of the institution to promote research, development and extension related activity and their outcomes. The information required pertains to:

1. Research related activities: research by faculty, research by scholars (M.Ed., M.Phil., Ph.D.), financial inputs for research and research projects (completed, in progress and outlay)
2. Extension: Types of extension activities, support to G.O.'s and N.G.O.'s, NSS and NCC
3. Development: various material development activities

Infrastructure and Learning Resources

This aspect requires data on the adequacy and optimal use of the facilities available in the institution to maintain the quality of the academic and other aspects of the campus life. It also seeks information on how every constituent of the institution - students, teachers and staff, benefit from these facilities.

The features looked into are:

1. Infrastructure – existing and projected expansions
 - Financial inputs for future development especially academic growth
 - Maintenance
 - Utilization
 - Upkeep of campus
1. Learning resources
 - Library and its facilities
 - Library annual budgets: books and periodicals
 - Reprographic, audio visual material and internet related facilities
 - Library stock
 - Computers – availability and use
 - Laboratories – availability, maintenance and utilization

Student Support and Progression

The highlights of this criterion are the efforts of the institution to provide the necessary assistance for good student experiences in the campus and to facilitate their progression. It also seeks information on the student and alumni profiles. The aspects looked into are:

1. System efficiency: results, NET and SLET related, annual exams
2. Alumni association
3. Feedback mechanism (from trainees)
4. Financial help and types
5. Guide and consultancy services and personal and academic counseling
6. Placement services and its use.
7. Admission – related facilities and their publicity
8. Recreational / leisure time facilities especially indoor
9. Activity clubs: cultural and literary

Organisation and Management

This criterion requires data on the policies and practices of the institution in the matter of planning, human power requirement, recruitment, training, performance appraisal and finance management. The details sought are:

10. Internal coordination and monitoring mechanism
11. Steps for improvement of organization and management
12. Academic calendar
13. Faculty recruitment
14. Professional development of non-teaching staff
15. Fee structure
16. Heads of expenditure and excess/deficit budget
17. Internal audit
18. Welfare programs and grievance redressal system
19. Endowment and Reserve Funds
20. Internal Quality check and TQM
21. Modern managerial concepts and practices
22. Twinning programs, student exchange programs and collaboration with SCERT, NCERT and NIEPA

The self-appraisal report should conform to the criteria chosen for assessment. If the inputs from the institution under the six criteria are collated, it should give adequate details on all the features of an institution such as its policies, practices, programmes, resources and performance. This would facilitate the teacher education institution to appraise itself of its standing besides helping the assessors to make a proper assessment. The next section gives details of the structure and preparation of the self-appraisal report.

SECTION-B**Writing the Self-Appraisal Report**

To facilitate the process of writing the Self-appraisal Report in an organised way, it is suggested that the document may be in two parts. Part-I shall contain the data about the institution under the criteria for assessment as detailed in the *Format*. Based on the data collected in Part-I, the institution will analyse its functioning and the self-analysis becomes Part-II of the Self-appraisal Report. A digitalised format to facilitate optical scanning of essential data forms Section C.

Part I –Self appraisal report:***Data Compilation with the Format for Self-appraisal***

Though competent and well trained assessors will assess the standing of an institution through the site visit, and through their interaction with the functionaries and stakeholders, the outcome of their assessment should be based on certain basic hard data particularly relating to the aspects already mentioned. Therefore, a format has been evolved to obtain adequate information in an organised and systematic way.

An interactive computer package containing the framework for self-appraisal in a compact disk along with the guidelines for its use is given in Section-D of this document. For the use of the institutions that may not opt for the computer package, a print out of the framework is given in the following pages. *It should be noted that this print-out is only for reference and data cannot be entered directly in this.* Any institution that wishes to use this format has to type the questions and the relevant data on separate sheets. This format will facilitate the institution to collect and collate the information required for the preparation of the Self-appraisal Report.

Part II which is the self analysis will be a narrative and summative analysis of the functioning of the institution under the six criteria.

Part I: Format for Self-Appraisal Report

(For the Institutions Recognised by the National Council for Teacher Education)

1. Profile of the Teacher Education Institution

1. Name and address of the institution:

2. For communication:

Office

Name	Region Code	Telephone Number	Ext. No.
Head/Principal			
Vice-Principal			
Self Appraisal Co-ordinator.....			

Fax No. :

E-mail :

Residence

Name	Region Code	Telephone Number	Ext. No.
Head/Principal			
Vice-Principal			
Self Appraisal Co-ordinator			

Fax No. :

E-mail :

3. Type of institution:

Level	Prog.	Type of institution	Constituent of	Affiliated to	Open/Distance	Others
Pre-primary ⇐						
Elementary ⇐						
Secondary/Sr.secondary ⇐						
Secondary/Sr.secondary-PE ⇐						
Post Graduate ⇐						
Post Graduate-PE ⇐						

4. Financial category of the institution:

Grant-in-aid ⇐ Unaided ⇐ Government funded ⇐

5. Are there provisions for giving autonomy to institutions?

Yes ⇐ No ⇐

If yes, has the institution applied for autonomy?

Yes ⇐ No ⇐

If yes, give details

6. Date of establishment of the institution : Month & Year
(MM-yyyy)

7. (a) NCTE recognition vide order No. _____ date _____ (for each course)

(b) Is the recognition conditional?

(c) If yes, what are the conditions?

8. Is it a recognized minority institution ?

Yes ⇐ No ⇐

9. Campus area in acres :

10. Location of the institution :

Urban ⇐ Semi-urban ⇐ Rural ⇐

Tribal ⇐ Any other ⇐

11. Current programmes offered by the institution

A) Details of programmes :

Programmes	Duration	Nature of Award	Sanctioned Intake
Pre-primary		Certificate ⇐ Diploma ⇐ Degree ⇐	
Elementary		Certificate ⇐ Diploma ⇐ Degree ⇐	
Secondary/ Sr.secondary		Certificate ⇐ Diploma ⇐ Degree ⇐	
Secondary/ Sr.secondary-PE		Certificate ⇐ Diploma ⇐ Degree ⇐	
PG		Certificate ⇐ Diploma ⇐ Degree ⇐	
PG-PE		Certificate ⇐ Diploma ⇐ Degree ⇐	
Other		Certificate ⇐ Diploma ⇐ Degree ⇐	

B) List the academic units/ departments in the institution:

12. List of teachers with qualification and experience:

Sl. No.	Name	Date of Birth	Designation	Qualification	Experience in teacher education	Permanent/Temporary/Adhoc/Part-time	Length of Service in the institution

13. Number of members of non-teaching staff:

	Total
Technical staff	
Administrative staff	

14 (a) Number of students/ trainees enrolled:

Pre-primary	Female	Male	Total
From the same district where the institution is located			
From the same state where the institution is located			
From other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

Elementary	Female	Male	Total
From the same district where the institution is located			
From the same state where the institution is located			
From other states of India			
NRI students/ trainees			

Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

Secondary/Sr.secondary	Female	Male	Total
Student from the same district where the institution is located			
Student from the same state where the institution is located			
Students/ trainees from other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

Secondary/Sr.secondary – PE	Female	Male	Total
From the same district where the institution is located			
From the same state where the institution is located			
From other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

PG	Female	Male	Total
From the same district where the institution is located			
From the same state where the institution is located			
From other states of India			
NRI students/ trainees			
Foreign students/ trainees			
Total			
Number of students with qualifications above the prescribed level			

15. Details of the last two batches of students/ trainees :

	Batch 1						
	Year of entry						
	PP	El.	Sec./Sr. Sec.	Sr. Sec.- PE	PG	PG-PE	Total
Admitted to the programme (entry year)							
Appeared for the final year Examination							
Passed in the final Examination							
Passed in first class							
University ranks, if any							

	Batch 2						
	Year of entry						
	PP	El.	Sec./Sr. Sec.	Sr. Sec.- PE	PG	PG-PE	Total
Admitted to the programme (entry year)							
Appeared for the final year Examination							
Passed in the final Examination							
Passed in first class							
University ranks, if any							

16. Details of expenditure for the previous financial year.

Item	Plan	Non-Plan	Revenue
-------------	-------------	-----------------	----------------

A copy of the annual budget may be attached.

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

18. What is the temporal plan of academic work in the institution?

Semester system

Annual system

Any other specify

19. Is the credit system followed?

Yes No

20. Does the institution have the following support services :

Library

Computer center

Health center/ Sick room

Sports facilities (Indoor)

Sports facilities (Outdoor)

Workshop

Housing

Canteen

Grievance redressal cell

Vehicle parking shed

Non-resident student center

Any other (specify)

21. Does the institution have collaborations/linkages with local/regional/national/international agencies?

Yes No

If yes, list them giving important details:

22. Details of other departments/educational institutions run by the University/management.

23. Sources of funding of the institution during the last year:

Source of funding	Amount (Rs.)
i. Donations	
ii. Fund raising drives	
iii. Alumni association	
iv. Consultancy	
v. Self-financing courses	
vi Grant-in-aid	
vii Fees	
Any others	
viii.	
ix.	

II. Criteria -wise Inputs

Criteria 1 : Curricular Design and Planning

1.1 How are students/ trainees selected for admission into various courses?

- A) Through entrance tests
- B) Through interviews
- C) On the basis of academic record
- D) Any other (specify)

1.2 Furnish the following information (for the previous year) :

1. Date of start of the academic year
2. Date of last admission
3. Date of closing of the academic year
4. Total Teaching days
5. Total working days
6. Total pre-practice preparation days
7. Total practice teaching days
8. List of schools taken for practice teaching
9. No. of practice lessons for each trainee

1.3 Is there a provision for assessing students/ trainees' knowledge and skills for the programme (after admission)?

Yes No

1.3.1 Does the institution provide bridge/remedial courses to the educationally-disadvantaged students/ trainees ?

Yes No

If yes, cite examples.

1.3.2 How are advanced learners challenged to work ahead of the rest?

1.4 Does the institution encourage the faculty to prepare course outlines?

Yes ← No ←

If yes, when and how it is done?

1.5 Are syllabi unitised according to a teaching schedule through the semester / year ?

Yes ← No ←

If yes, give details of implementation in terms of monitoring, mid-course correction, etc.

1.6 Do students/ trainees have flexibility within a programme?

Yes ← No ←

If yes, give details.

1.7 How are the institution mission and goals, if any (other than the general transmission and generation of knowledge), reflected in the teacher education institution?

1.8 Is there any mechanism to obtain feedback from academic peers and employers on the teaching programmes ?

Yes ← No ←

If yes, how is the feedback used in the initiation, review and redesigning of curriculum / teaching programmes ? When was the last review/redesigning carried out? Give details.

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

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

Yes ← No ←

If yes, give details

1.11 Give details of institution-schools-community networking.

1.12 Furnish details on the following aspects of curriculum design

- i. Interdisciplinary / multidisciplinary strategies
- ii. Promoting self learning
- iii. Internship approach to practice teaching
- iv. School experiences
- v. Community work
- vi. Work experience/SUPW

1.13 How does the institution ensure that it achieves its specific goals and objectives?

1.14 Any other highlights under the criteria – Curricular Design and Planning.

Criteria 2 : Curriculum Transaction and Evaluation

2.1 Does the institution develop its academic calendar?

Yes ← No ←

If yes, enclose its copy for the current session:

2.2 How does the institution promote interactive teaching-learning?

2.3 To what extent does the institution prepare and use audio-visual materials and other teaching aids? Give details.

2.4 How does the institution provide for the following teaching-learning experiences, according to its academic calendar?

10. Transaction of theory courses including methodology courses.

(ii) Preparation for practice teaching

a) Pedagogic-content analysis

b) Lesson planning

1. Developing of core teaching skills in simulated settings (micro teaching)

d) Observation of demo lesson

(iii) Practice teaching in schools

2. Classroom teaching

3. Observation of peer teaching

4. Peer feedback

(iv) Supervision and evaluation of practice teaching

(v) Reflection on teaching by trainees

(vi) Interaction with the school/community.

2.5 Are evaluation methods communicated to students/ trainees at the beginning of the year ?

Yes ← No ←

If yes, give details.

2.6 Does the institution monitor the overall performance of students/ trainees to ensure the achievements of the course objectives ?

Yes ← No ←

If yes, give details.

2.7 Mention the seminars / conferences / workshops which teachers have attended as participants / resource persons in the last two years :

	Participants	Resource Persons
Regional level		
State level		
National level		
International level		

Give details regarding nature of the programmes and participants.

- 2.8 Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension ?

Yes ← No ←

If yes, how are teachers encouraged to use the feedback ?

(Enclosed a copy of the filled up Self-Appraisal Proforma)

- 2.8.1 Does the institution follow any other teacher performance appraisal method?

Student evaluation ← Peer evaluation ←

If yes, give details of the same and state how the results of the appraisal are used.

- 2.8.2 Give details of refresher courses/ seminars/ conferences/ symposia/ workshops/ programmes for (i) faculty development (ii) School teachers/administrators conducted in the institution?

Yes ← No ←

If yes, give details for each.

	Participants	Resource persons
National level		
International level		

- 2.9 Give details of faculty development programmes and the number of teachers who benefited during the last two years.

Faculty Development Programme	No. of Beneficiaries

- 2.10 List the faculty members who have received professional recognition/ awards
- 2.11 What are the local, national and international linkages established by the institution for teaching and research?
- 2.12 How does the institution strengthen the regular academic programmes through non-formal and distance education modes? (Give details).
- 2.13 What are the practices of the institution to impart value based education ?
- 2.14 How does the institution inculcate civic responsibilities among the students/ trainees ?
- 2.15 What are the efforts of the institution towards all round personality development of the trainees?
- 2.16 What are the efforts of the institution to bring in “community orientation” in its functioning?
- 2.17 Indicate the efforts of the institution to promote general/transferable skills among the students/ trainees such as
- a. Learning to learn
 - b. Communication skills
 - c. Use of information technology
 - d. Learning to work together as well as independently

Give details of each.

2.18 Give details of the evaluation scheme as approved by the university.

2.19 Give details of the internal evaluation and the processes used for each of the following:

1. Theory papers
2. Assignments
3. Project work.
4. Practice teaching and related activities (including school experiences)
5. Curricular activities
6. Work experience including SUPW
7. Tutorials and Seminars
8. Community work.
9. Any other.

2.20 Any other highlights under the criteria – Curriculum Transaction and Evaluation

Criteria 3 : Research, Development and Extension

3.1 Describe how the institution promotes research in education. Mention if the institution has a research committee and if 'yes', its composition.

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

- | | |
|--|---|
| ⇒ Teachers are given study leave | ⇐ |
| ⇒ Teachers are provided with seed money | ⇐ |
| ⇒ Adjustment in teaching schedule | ⇐ |
| ⇒ Providing secretarial support and other facilities | ⇐ |

3.3 Give details of teachers engaged in research in the institution and the nature of research carried out.

3.4 Give details of published work by the faculty during the last 5 years and the current year and the nature of research carried out.

3.5 Give the following details in respect of teaching faculty:

10. Fellowship of academic bodies and societies
11. Membership of academic bodies/societies
12. Awards/recognition for research work for the last three years

3.6 How many are full time research scholars and how many have registered as part time research scholars ? (Research scholar means M.Phil. and Ph.D. student)

Full-time	
Part-time	

3.7 Does the institution provide financial support to research students/ trainees?

Yes ⇐ No ⇐

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

1. Ph.D. _____

2. M.Phil. _____

3.9 Provide details of the ongoing research projects:

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

3.10 Number of completed research projects during last 5 years.

3.11 Does the institution provide consultancy services ?

Yes ⇐ No ⇐

If yes, give details.

3.12 Does the institution have a designated person for extension activities ?

Yes ⇐ No ⇐

If yes, indicate the nature of the post.

Full-time ⇐ Part-time ⇐ Additional charge ⇐

3.13 Indicate broad areas of the various extension activities of the institution :

i. Community development ⇐ ii. Education for the disabled ⇐

iii. Working with school ⇐ iv. Street and out of school ⇐
and teachers children

v. Adult education and literacy ⇐ vi. Blood donation camp ⇐

vii. AIDS awareness ⇐ viii. Environmental education ⇐

ix. Social Work ⇐ x. Medical camp

xi. Population education ⇐ xii. Health & Hygiene ⇐
awareness

Any other:

3.14 Are there NSS and NCC programmes in the institution?

Yes ⇐ No ⇐

3.15 Are there any other outreach programmes carried out by the institution ?

Yes ⇐ No ⇐

If yes, give details

3.16 How are students/ trainees and teachers encouraged to participate in extension activities ?

3.17 Does the institution work and plan the extension activities along with NGO's and GO's ?

3.18 What material development activities have been undertaken by the institution?

1. Self instructional material
2. Print materials
3. Non-print material (e.g. Teaching aids/audio-video, multimedia inputs etc.)
4. Question bank
5. Any other

3.19 Any other highlights under the criteria – Research, Development and Extension

Criteria 4: Infrastructure and Learning Resources

4.1 Enclose the master plan of the institution indicating the existing buildings and the projected expansion in the future.

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

4.3 How does the institution maintain its infrastructure ?

4.4 How does the institution ensure optimum utilization of its infrastructure facilities?

4.5 Does the institution allow use of the academic facilities by external agencies?

Yes No

If yes, give details.

4.6 What efforts are made to keep the campus beautiful and pollution free ?

4.7 Is there an advisory committee for the library ?

Yes No

4.8 Is the library interconnected with other libraries for inter-library borrowing ?

Yes No

4.9 Is there a book bank facility in the central library?

Yes No

4.10 Are the following activities of the central library computerised?

Lending of books

Purchase of books

Lending of audio-visual

Book bank

material

Stock verification

Any others

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

	Year before last		Year before	
	Number	Total cost (Rs. '000)	Number	Total cost (Rs. '000)
i. Text books				
ii. Other books				
iii. Journals/ Periodicals				
Any others				
iv.				
v.				

Give the list of journals/periodicals subscribed by the institution.

4.18 Have the following laboratories been established as per NCTE Norms ?

a) Method lab	Yes	⇐	No	⇐
b) Psychology lab	Yes	⇐	No	⇐
c) Science Lab(s)	Yes	⇐	No	⇐
d) Education Technology lab	Yes	⇐	No	⇐
e) Workshop for fabricating teaching aids	Yes	⇐	No	⇐

Give details of facilities and inventories and indicate the deficiencies if any.

4.19 What are the learning resources available with the institution and how are they utilized ? Give details.

4.20 Give details of the availability of multi-purpose/ special purpose rooms, if available.

4.21 Provide details of classrooms available along with area of each.

4.22 Give the details of the furniture available in the institution for the following :

- a) Laboratories
- b) Seminar room
- c) Classroom teaching
- d) Group work
- e) Library work
- h) Any other

4.23 What are the various health services available to the students/ trainees, members of the teaching and non-teaching staff of the institution?

4.24 What are the physical and infrastructure facilities available for sports and physical education? Give details.

4.23 What are the incentives given to encourage participation in sports and related activities?

4.24 Give details of the participation of students/ trainees during the past year at the university, state, regional, national and international meets.

	Participation of students/ trainees	Outcome
State		
Regional		
National		
International		

4.25 What kind of facilities are available in the SUPW/Work Experience workshops?

4.26 Give details of the hostel facilities available on the campus?

4.27 Any other highlights under the criteria – Infrastructure and Learning Resources

Criteria 5 : Student Support and Progression

5.1 Furnish the following details for the past three years :

⇒ Percentage of students/ trainees appearing for the qualifying exam after the minimum period of study

⇒ Drop out rate

⇒ Progression (a) to employment and (b) further study (Give number)

⇒ Prominent Positions held by alumni

5.2 How many students/ trainees have passed the UGC-(NET) and SLET Examination in the past three years?

5.3 Does the institution collect feedback from students/ trainees regularly?

Yes

No

If yes, what was the feedback obtained from the students/ trainees of last year? How was it used?

5.4 Does the institution publish its updated prospectus annually?

Yes

No

Yes

No

If yes, what are its major activities?

5.13 How are the policies and parameters of admission made clear to prospective students/trainees?

5.14 State the admission policy of the institution with regard to foreign students/trainees.

6.10 What are the current tuition and other fee structure?

S.No	Programme	Tuition	Library	Laboratory	Others/ Spl. Fees	Hostel	Mess

6.11 Have there been changes in the tuition and other fees during the past three years, If yes, give details.

6.12 Furnish the amount spent under the various heads of expenditure in the past year.

Item	Plan	Non-Plan

6.13 During the last two years did the institution have an excess/deficit budget?

6.14 Is there an internal audit mechanism?

Yes

No

6.15 What are the various welfare programmes of the institution? Give details.

6.16 Is there a grievance redressal mechanism in the institution?

Yes

No

If yes, how does it deal with grievances of the employees and others?

6.17 List the various loans available to the members of the teaching and the non-teaching staff of the institution. What are the requirements and the eligibility Parameters necessary to obtain loans that are available?

6.18 Have endowment funds and reserve funds been deposited as per NCTE norms? (for unaided institutions) Give details.

6.19 Has the institution adopted any mechanism/process for internal quality checks?

Yes

No

If yes, give details.

6.20 Is the institution sensitised to modern managerial concepts such as strategic planning, team work, decision making, computerisation and TQM?

Yes

No

If yes, give details

6.21 Does the institution have

1. Twinning programmes
2. Student Exchange Programmes
3. Collaboration with National and Regional Agencies like NCERT, NIEPA and SCERT.

6.22 Any other institution specific innovations, which have contributed to its growth.

1. Any other highlights under the criteria – Organisation and Management

2.

Mapping of Admission and Curricular Activities

Weeks _____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Activities 																							
Admission																							
Orientation																							
Theory																							
Practical work relevant to practice teaching																							
Preparation for internship/ practice teaching																							
Internship/ Practice teaching																							
Seminars/ tutorials/ working with the community/ project work																							
Cocurricular activities, sessional tests, assignments etc.																							
End of the Course/ examination																							

Note: A week is of six working days and a day is of six clock hours

Part II: Self-Appraisal Report

Self-analysis of the institution

After the collection of the data for the Part-I of the Self-appraisal Report, with or without the use of the computer package, based on the information presented therein, the institution has to present a narrative and summative analysis of its functioning under the six criteria. This self-analysis will form Part-II of the Self-appraisal Report.

It is undoubted that any quality improvement in the teacher education system has to come from within and no amount of external audit and assessment can help directly. The institution, in order to assure and continuously enhance the quality of education it provides, should know where it stands on the strengths of its programmes, performance, facilities and efforts. NCTE, therefore, lays emphasis on the self-appraisal and analysis, which is essentially an introspective effort on the part of the institution.

Based on the data collected under the Format for Self-appraisal (Part-I), the institution should give an appraisal based on its own perception. It need not exceed 10 pages and it may have the following sections:

1. Preface
2. Parameter-wise report
3. Summary
4. Appendix

The preface of the analysis should highlight the distinctive characteristics of the institution and explain how the report has been prepared.

The section on the criteria-wise analysis should contain the perception of the institution on the six criteria for assessment. The data collected on each of the criteria should be so analysed to make it clear as to how expectations indicated under each criteria are matched by fulfillment. It may discuss any challenges that have been identified in the functioning of the institution.

The highlights of the criteria-wise analysis may be as follows:

Curriculum Design and Planning

The analysis of curriculum design & planning may focus on how the total programme focuses on,

- i) Starting of the programme and number of working days.
 1. Curriculum planning & institutional designing.
 - a) Mapping of admission/curricular and co-curricular activities on the blank grid (see page 35)
Give details of what activities were organised how, when and for what purpose(s)
 - b) Division of responsibilities
 - c) Preparing an evaluation plan
 - d) Implementation monitoring & mid-course correction.
 - e) End of the term evaluation of the plan.
 - f) Strength and weaknesses of the practices of the institution.
 - g) Curricular flexibility.

Guidelines on how to fill the grid

- (1) The grid on page 35 is meant to map out various academic and co-curricular activities of the B.Ed. programme
- (2) The B.Ed. session should consist of at least 33 working weeks of 6 days each and each working day should be of six hours of instructional activities. The session-end examinations should commence during the 33rd week while the admissions should as far as possible be completed during the first week. The intervening 31 weeks should be devoted to instructional activities and planned self-study. This 33-week session does not include breaks such as autumn/Pooja/winter/Christmas etc.
- (3) If the admissions are spread over the first two weeks, then cells 1 and 2 against “Admissions” should be shaded with a pencil (use an HB pencil, as far as possible).
- (4) If the orientation programme is spread over 3 days in the third week, then the first half of the third cell against ‘orientation’ should be shaded.
- (5) If the practice teaching starts during the 21st week and continues till the 25th week, then cells 21-25 against “practice teaching” should be shaded. In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to schools on two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:

Weeks	11	12	13	14	15
-------	----	----	----	----	----



- (6) It is important that mapping of activities, academic as well as co-curricular, in the grid provides a faithful picture of which activities were organised during the preceding session and when they were organised. It is not necessary that various activities listed in column 1 are organised in the same sequence. An institution may organise a set of activities that reflect its educational vision more faithfully.
- (7) In case, column # 1 in the grid is inadequate for listing of activities, you may use an additional sheet of paper and extend the grid.

Curriculum Transaction and Evaluation

The analysis under this should highlight the efforts of the institution in providing appropriate teaching-learning experiences to learners. These could be use of a variety of interactive instructional strategies: -

1. Adequate field experience
2. Exposure to good practices
3. Opportunities for students to work on projects.
4. Appropriate provisions for practice teaching and field experience.
5. Integration of theory with practice.

It should also indicate the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution.

Research Development and Extension Activities

The self-appraisal on research, development and extension should focus on the facilitating aspects of the institution to undertake and promote research, development and extension and its outcome.

Infrastructure and Learning Resources

The analysis of this parameter should highlight the adequacy, optimal use and maintenance of the facilities available in the institution to enhance the quality of the academic and other aspects of the campus life.

Student Support and Progression

The highlights of this part of the analysis should be the efforts of the institution to provide the necessary assistance for student experiences on the campus in the field, to facilitate their placements & professional advancement. It should also focus on the student and alumni profiles.

Organisation and Management

The analysis of the criterion on organization and management should focus on the policies and practices of the institution on the aspects of planning, human resource development requirement, recruitment, training, performance appraisal and finance management.

The above analysis may be put in a narrative form for each parameter in one or two paragraphs which should reflect the true picture of the institution from its own point of view. Appropriate tables and charts may also be included wherever necessary.

The summary section may be brief but it should highlight the potential of the institution and its plans to develop it. It should also reflect the strategy and efforts for the future line of action for achieving higher efficiency, accountability and quality in all spheres of activity.

Appendices

The appendix part should contain all the supporting documents. The numerical data may be in the form of tables and graphs along with the documents listed below. A glossary of abbreviations and terms may be included to ensure that the Self-appraisal Report is easy to read.

Documents that should accompany the Self-appraisal Report

The Self-appraisal Report should be accompanied by the supporting documents for all the statements made. The following list gives the details of the documents to be collected and sent to the NAAC along with the Self-appraisal Report :

1. Act and Statutes/Rules & Regulations/ of the university / Board/SCERT to which the college is affiliated/attached.
2. Relevant documents of the society or trust under which the college was established, highlighting its objectives.
3. Institutional Calendar & annual Reports for the past two years.

4. Rules, regulations, and / or guidelines relating to the composition, powers and functions of the various academic and administrative authorities and committees, as applicable. These may include the details of Board of Management, Governing Body, admissions, examinations, recruitment of faculty and staff, academic linkages, extension, library committees, purchases and other financial norms etc.
5. Document on the current list of academic programmes, duration, fee structure etc.
6. A copy of the syllabus and examination schemes
7. List of various extra curricular/extra mural activities held during the year
8. Set of time table for the session
9. Guidelines for the Grievance Redressal mechanism & publications etc., Documents relating to arrangements for practice teaching.
10. Criteria for facilitating the faculty for professional development programmes.
11. Master plan of the institution
12. Records of student feedback,
13. Audit report for last two years

These are only indicative but not exhaustive. Besides these, any other records necessary to make an objective study, such as minutes of meetings, excerpts of administrative records, etc. may have to be made available as and when they are called for. Photocopies of some of them may be required.

Operational Suggestions

A successful self-appraisal must have the total commitment of the governing body, administration and every member of the faculty of the institution. All the constituents of the institution should not only be kept fully informed but also be as closely involved in the study as possible. Three basic commitments are essential to a successful self-appraisal, namely,

1. Willingness to invest the necessary time and effort
2. The support of all institutional personnel, and
3. A conscious dedication at all levels to perform the task

To achieve these objectives the leadership – the Head of the institution has to play a continuous, positive and creative role. To assist him/her a Self-appraisal coordinator can be designated who will co-ordinate the collection and analysis of data on the various aspects of the institution and its functions. The coordinator will be responsible for organizing the facts

and the results into a logical and cohesive report. He/She should have considerable writing skills and the ability to organize and direct a complex project. He/she must be able to motivate others. This person should be relieved of his/her normal duties to the extent that he/she is able to devote the time necessary to lead the self-appraisal team.

Section - C**Digitalized Format for Self Appraisal Report**

Year of Appraisal _____

Profile of the Teacher Education Institution

1. Name of the Institution : _____

2. Address for communication

3. Phone No. (with STD Code) : _____

4. Fax No. : _____

5. Email : _____

6. Date of establishment of the institution: _____

7. Course(s) offered

1	2	3	4	5
Name of the course in full	Stage/level	Duration	Year of starting the course	Intake approved

1. Name of the University / Examining Body to which the institution is a affiliated:
_____2. Number and date of the order of the Regional Committee granting recognition/Permission
(course wise): _____

3. Mode of selection of candidates : Yes No

4. Centralized test at the state level

- 5. Test conducted by the university

--	--

- 6. Test conducted by the institution

--	--

- 7. Test conducted by an independent agency

--	--

- 8. Based on marks obtained in the qualifying examination

--	--

- 9. By the management

--	--

10. Criteria for admission

- | | Yes | No |
|---|---|---|
| 11. As per NCTE norms | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |
| 12. Norms superior to NCTE | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |
| 13. In relaxation of NCTE norms with respect to minimum percentage of marks | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |
| 14. In relaxation of NCTE norms with respect to qualifying course | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |
| 15. In relaxation of special eligibility provisions of NCTE norms such as participation in national/ regional/state/university level events | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |
| 16. In relaxation of professional experience | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |
| 17. In relaxation of professional experience and Performance in qualifying course | <table border="1" style="width: 40px; height: 20px;"></table> | <table border="1" style="width: 40px; height: 20px;"></table> |

18. Academic calendar of the outgoing academic session

19. Start of admission

D D M M Y Y

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

20. Closure of admission

D D M M Y Y

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

21. Start of teaching

D D M M Y Y

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

D D M M Y Y

22. Last teaching day

--

23. Total number of teaching days

--	--

24. Total number of days of vacation/break during the academic session

--	--

25. Practice Teaching at School

26. Total number of practicing teaching days

--	--

27. Minimum number of practice teaching lessons given by each student

--	--

28. Pre-practice teaching at the institution

29. Number of pre-practice teaching days
(simulated/micro-teaching/any other)

--	--

30. Minimum number of pre-practice teaching lessons given by each student

--	--

31. Number of demonstration lessons held

--	--

32. Examinations

33. Number of sessional tests held for each paper

--

34. Number of assignments for each paper

--	--

35. Date of commencement of annual examination

D	D	M	M	Y	Y

36. Date of declaration of result

D	D	M	M	Y	Y

37. Date of submission of dissertation
(Post-graduate course)

D	D	M	M	Y	Y

38. Scheme of examination

- 39. External examination only
- 40. Internal and external examinations
- 41. Internal examination only

42. Student support and progression

- 43. Number of students who appeared in the final examination
- 44. Number of students who passed in the examination
- 45. Number of students who failed in the examination
- 46. Number of students who joined higher studies
- 47. Number of students who took up teaching employment
- 48. Number of students who secured employment through the institution

49. Teaching Resources

- 50. Principal/Head of the Department is in position
- 51. Number of teachers employed on full-time basis
- 52. Number of teachers employed on part-time basis
- 53. Number of Guest lecturers engaged
- 54. Number of teachers on regular scale of pay
- 55. Number of teachers on consolidated remuneration
- 56. Number of teachers with qualifications as per NCTE norms
- 57. Number of teachers yet to qualify NET/SLET
- 58. Number of teachers yet to obtain post-graduate degree in education
- 59. Number of teachers without school experience

Yes No

60. Professional Development of Teachers

61. Number of teachers who attended in-service courses during the	preceding year	<input type="text"/>	<input type="text"/>
62. Number of teachers enrolled in part-time post-graduate course in education (M.Ed./M.A.(Education)/M.Phil)		<input type="text"/>	<input type="text"/>
63. Number of teachers enrolled in full-time post-graduate course in education (M.Ed./M.A.(Education)/M.Phil)		<input type="text"/>	<input type="text"/>
64. Number of teachers enrolled in Ph.D. programme		<input type="text"/>	<input type="text"/>
65. Number of teachers who participated in seminars/conferences /workshops		<input type="text"/>	<input type="text"/>
f) Number of papers published by the teachers		<input type="text"/>	<input type="text"/>
g) Number of teachers who received professional recognition/awards		<input type="text"/>	<input type="text"/>
66. Land and Building		Yes	No
67. Institution functions from its own building		<input type="text"/>	<input type="text"/>
68. Institutions functions from a rented building		<input type="text"/>	<input type="text"/>
69. Institution building is under construction		<input type="text"/>	<input type="text"/>
70. Institution building is shared for running another course(s)		<input type="text"/>	<input type="text"/>
71. Title of the land is on free-hold ownership basis		<input type="text"/>	<input type="text"/>
72. Title of the land is on long-lease as per law		<input type="text"/>	<input type="text"/>

73. Educational Technology

74. Number of computers with supporting accessories

Yes No

75. Access to Internet

76. Number of hands – on experience hours provided to each student per week

77. Number of education related CD-ROMs available

78. Number of education related video-cassettes available

79. Number of education related audio-cassettes available

Yes No

80. Website of the institution

81. Availability of LCD projector

82. Availability of OHP

83. Availability of TV

84. Availability of VCR

85. Availability of public-address system

22. Library resources

1. Number of books in the library

2. Number of books added to the library during the preceding year

3. Total Number of educational journals/periodicals being Subscribed

4. Number of encyclopaedia available in the library

5. Number of books available in the reference section of the library

6. Total seating capacity in the library

23. Sports and Physical Education Resources

Yes No

1. Playground (football/hockey etc.) with the institution

2. Playground (football/hockey etc.) of another institution on sharing basis

3. Gymnasium/Multipurpose hall with the institution

Journals For the library during the
Preceding financial year.

1. Amount spent on purchase of equipments
during the preceding financial year.

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

2. Amount spent on purchase of furniture
during the preceding financial year.

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

1. Amount spent on capital expenditure during
the preceding financial year.

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

2. Amount spent on contingencies during the
Preceding financial year.

29.

1. Receipts for fees (tuition and all other fees)
During the preceding financial year.

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

1. Receipts from donations during the preceding
Financial year.

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

1. Receipts from consultancies and extension
programmes during the preceding financial
year.

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

1. Amount of grant received from the governments during the preceding
financial year.

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

2. Income from investments during the preceding Financial year.

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

30. Excess of expenditure over income

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

31. The institutional accounts of the preceding financial year have been audited

Yes No

--	--

32. Endowment fund and Reserve Fund

1. Amount of Endowment fund maintenance

--	--	--	--	--

2. Amount of reserve fund maintenance

--	--	--	--	--

3. Endowment fund is maintained jointly with NCTE

Yes No

--	--

4. Resume of the institution

Brief appraisal of the overall performance of the institution during the preceding academic session and plans for the future development may be given.

(Signature of the head of the Institution/Principal)

(Signature of Manager/ Secretary of the Society/Trust)

