

PEER TEAM REPORT

ON

Institutional Accreditation

of

**STELLA MATUTINA COLLEGE OF EDUCATION
(AUTONOMOUS)**

CHENNAI

[Accreditation - Cycle III; Track ID: TNCOTE10064]

PEER TEAM REPORT ON
Institutional Accreditation of
Stella Matutina College of Education (Autonomous)
 [Accreditation - Cycle III; Track ID: TNCOTE10064]
 Place: Chennai State: Tamilnadu

Section I: GENERAL INFORMATION	
1.1 Name & Address of the Institution:	Stella Matutina College of Education Kamarajar Salai Ashok Nagar Chennai - 600 083, Tamilnadu
1.2 Year of Establishment:	July 1961
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	Education
• Departments/ Centres:	One
• Programmes/ Courses offered:	B Ed, M Ed, M Phil & Ph D
• Permanent Faculty Members:	22
• Permanent Support Staff:	22
• Students:	263
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • Transparency in admissions with entrance test for management quota • Yearly updation of curriculum • Autonomous college catering to girls education
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	26-27 Sep 2014 (Detailed visit schedule attached)
1.6 Composition of the Peer Team which undertook the on- site visit:	1) Prof V Gopal Reddy Former VC, Kakatiya University 1-8-110, Balasamudram Hanamkonda - 506 001 Warangal District, Telangana 2) Dr S N Prasad (Member-coordinator) Former Principal Regional Institute of Education (NCERT), Mysore - 570 009, Karnataka 3) Dr Mercy Kutty (Member) Principal Mar Theophilus Training College Bethany Hills, Nalanchira Thiruvananthapuram - 695 015, Kerala

NAAC Officer:	Dr M S Shyamasundar Deputy Adviser, NAAC Bangalore
Section II: CRITERION WISE ANALYSIS	Observations (Strengths and/or Weaknesses) on Key-Aspects <i>(Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones))</i>
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	<ul style="list-style-type: none"> The curriculum is designed by the academic bodies of the institution itself ICT is well integrated into the curriculum Curriculum development is in tune with the institutional goals and objectives
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> Autonomous status allows significant academic flexibility Value added courses ensures academic flexibility Reflective practices in teaching
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> Feedback obtained from various stakeholders Feedback analyzed and suggestions incorporated in the updation of syllabi
2.1.4 Curriculum Update	<ul style="list-style-type: none"> Feedback from educational experts regularly obtained Curriculum updated on an annual basis Several new elective courses of contemporary relevance introduced
2.1.5 Best Practices in Curricular Aspects (If any):	<ul style="list-style-type: none"> Significant use of ICT in teaching-learning processes Regular updation of curriculum Skill-based training programmes
2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none"> 50% admissions through a centralized single window system based on merit Other 50% admission through an entrance test conducted by the management Wide publicity given through college website and media advertisement Transparency exists in the admission process

2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none"> • Orientation programme to develop leadership and interpersonal skills • Remedial coaching for slow learners • Mentoring system exists
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> • Largely lecture oriented, supported by some learner-centric teaching strategies and approaches • Emphasis on microteaching and simulated teaching • Some lesson plans developed using ICT resources • Emphasis on different models of teaching
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • Well qualified staff, with eight PhDs, several of them NET qualified • Staff members employed on regular full time basis • Encouragement for participation in professional/career development programmes
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> • Regular assignments, tests and exams, including online tests • Some remedial teaching measures • Comprehensive and continuous internal evaluation
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	<ul style="list-style-type: none"> • Online objective based evaluation • Introduction of elective courses • Web based and web assisted teaching and learning
2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • Research colloquiums conducted regularly • Two faculty members are Ph D guides and four are M Phil guides • On duty leave granted for research purposes
2.3.2 Research and Publications Output:	<ul style="list-style-type: none"> • Faculty published articles in reputed journals • Eight books published by faculty • Faculty presented papers in several seminars, workshops and conferences • One UGC supported minor project in progress

2.3.3 Consultancy:	<ul style="list-style-type: none"> • Limited consultancy is visible • Faculty act as research consultants for doctoral candidates from other institutions
2.3.4 Extension Activities:	<ul style="list-style-type: none"> • The Youth Red Cross of the college actively organizing programmes like eye camps, free medical camps, first aid training programmes, etc. • Red Ribbon club also organizes many outreach programmes • Women Cell coordinates activities like adult literacy and sslum clearance and training for deprived women folk • An outreach programme for gypsies in operation
2.3.5 Collaborations:	<ul style="list-style-type: none"> • Limited collaborations with EVERONN, a leading education and training organization, to conduct personality development programmes • Collaborates with different institutions for student placement and extension activities
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • Running of Day Care Centre for children of students and employees with UGC assistance • Publication of a biannual journal
2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	<ul style="list-style-type: none"> • Infrastructure created as per NCTE norms with good ambience • Good computer lab facilities with 54 computer terminals and Wi-Fi internet connectivity • A studio facility available for recording micro teaching classes
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> • Separate budget provided for maintenance of infrastructure • Optimal use of budgetary provisions
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> • Library is computerized, with a bar code system • Library has a collection of over twenty thousand books • INFLIBNET facility created under N-LIST programme

	<ul style="list-style-type: none"> • A Book Bank with 1300 books for students of marginalized sections
2.4.4 ICT as Learning Resource:	<ul style="list-style-type: none"> • Wi-Fi enabled campus • All students given basic computer training • All teachers provided with laptops for curriculum enrichment
2.4.5 Other Facilities:	<ul style="list-style-type: none"> • Hostel and canteen facilities provided • College has three seminar halls and a gymnasium • LCD projector in each classroom
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):	<ul style="list-style-type: none"> • Optimal utilization of instructional facilities • Smart classrooms for effective teaching learning process
2.5 Student Support and Progression:	
2.5.1 Student Progression:	<ul style="list-style-type: none"> • Very minimal dropout rate • About 80% of students are placed in jobs through placement cell and about 20% go for higher studies • Special coaching provided for SLET, TET and NET
2.5.2 Student Support:	<ul style="list-style-type: none"> • Academic calendar published at the beginning of each year • Effective grievance redressal mechanism for students • Several value added courses introduced
2.5.3 Student Activities:	<ul style="list-style-type: none"> • Active student participation in sports and games and cultural activities • College magazine published annually • Student and Alumni associations active
2.5.4 Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • VITAL course (Value Integrated Teaching and Learning) helps holistic development of students • Certificate courses
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Well defined vision and mission statements of the institution • Management committed towards effective teaching-learning process • Efficient financial management

2.6.2 Organizational Arrangements:	<ul style="list-style-type: none"> • Administration is decentralized using various committees • Principal has full freedom on academic matters and is constantly supported by the management and staff • Good coordination between management and staff on academic and administrative matters
2.6.3 Strategy Development and Deployment:	<ul style="list-style-type: none"> • An up-to-date MIS in operation • Academic plan prepared well in advance with the active involvement of the faculty • Various committees constituted for effective functioning of the institution
2.6.4 Human Resource Management:	<ul style="list-style-type: none"> • Human resources are properly identified and encouraged for achieving optimum results • Welfare measures like loan facility and insurance available • Certificates of merit and additional increments given to staff in deserving cases
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • Need based scholarships provided to students every year • Besides 12th plan grants, UGC gives grants for maintaining autonomous status • Accounts regularly audited by government and private auditors • Computerized financial management system
2.6.6 Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> • Democratic and decentralized management • Vibrant leadership of the principal with the support of the management and IQAC
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System:	<ul style="list-style-type: none"> • IQAC established in 2002 to develop quality oriented action plans and programmes • The goals set by IQAC are constantly monitored and feedback obtained • IQAC coordinates various quality related activities, adoption and

	dissemination of best practices
2.7.2 Inclusive Practices:	<ul style="list-style-type: none"> Organizes one-day workshop on 'inclusive education' for teachers every year Provides maximum opportunities to teacher trainees to develop a reasonable proficiency to deal with students from diverse backgrounds Women's Cell coordinates outreach activities for the deprived women folk of the nearby community
2.7.3 Stakeholder Relationships:	<ul style="list-style-type: none"> Regular meetings held with parents, alumni and community leaders Feedback obtained from all stakeholders to bring about sustainable changes and improvement Community related activities taken up for development of society
Section III: OVERALL ANALYSIS	<i>Observations (Please limit to five major ones for each and use telegraphic language) (It is not necessary to denote all the five bullets for each)</i>
3.1 Institutional Strengths:	<ul style="list-style-type: none"> Curriculum updated every year according to societal needs Certificate courses in Yoga, aerobics, spoken English, basic computer literacy, VITAL, etc., are introduced Active placement cell with over 80% of students getting jobs Well qualified and full time permanent staff with potential for further professional growth Adequate infrastructure with good maintenance
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> Strong research culture is lacking Inadequate number of research guides Limited institutional R&D activities No revenue-earning professional level consultancy services No academic content in institutional website

<p>3.3 Institutional Opportunities:</p>	<ul style="list-style-type: none">• Good scope for more institutional research and extension activities• Promotion of literacy, social and environmental concerns• Greater degree of networking with other educational institutions in the region• Setting up of a EDUSAT receiving facility• More community involvement and mobilization of community resources
<p>3.4 Institutional Challenges:</p>	<ul style="list-style-type: none">• Further promotion of research and developmental work both among staff and at the institutional level• Augmenting existing instructional resources• Enhancing community and other stakeholder participation• Greater mobilization of resources from alumni

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27/9/14

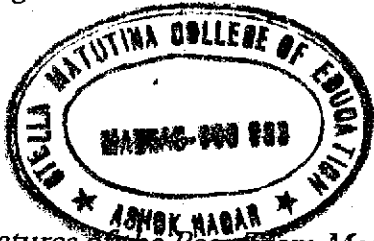
Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to *ten major ones* and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

- Promote more innovative teaching practice techniques and methodologies
- Improve the institutional website, particularly its academic content, and bring it up to international standards
- Expand instructional resources by procuring more teaching aids and state-of-the-art multimedia educational technology
- Research to be made more vibrant
- Establish stronger links with institutions of higher learning at different levels - state, national and international
- Promote wider and more effective use of ICT tools and techniques, especially in the teaching-learning process
- Offer short term in-service training programmes for school teachers
- Provide revenue-earning professional level educational consultancy services to prospective clients in both public and private sectors
- Prepare a perspective plan for next five years
- Work towards planning and organizing international level seminars, conferences and workshops
- Seek NAAC funding for quality enhancement programmes

I agree with the Observations of the Peer Team as mentioned in this report.



G. S. Vallabhi
Signature of the Head of the Institution

Seal of the **Principal**
Stella Matutina College
of Education
Ashok Nagar
Chennai-600 083

Signatures of the Peer Team Members:

Name	Designation	Signature with date
Prof V Gopal Reddy	Chairperson	<i>[Signature]</i> 27/9/14
Dr S N Prasad	Member- Coordinator	<i>[Signature]</i> 27/9/14
Dr Mercy Kutty (Member)	Member	<i>[Signature]</i> 27/9/14

Place: Chennai

Date: 27 September 2014