

CRITERION: 1 CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 State the objectives of the institution and major considerations addressed by the institution. (Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self-development, Community and National development, Global trends and Demands etc.,)

Vision

- To present unto the world versatile teachers ever ready to counter present intellectual and emotional challenges
- To ensure inculcation of professional and ethical values in Teachers and in dissemination of the same through them effectively
- To empower teachers with technological expertise
- To enhance awareness of individual potential ensuring excellence in pedagogical transaction

Mission

- To enhance the quality of teacher education program to meet the global standards.
- To take steps for dissemination of research to schools and to the society at large.
- To plan and implement various extension activities.
- To impart value education, human rights education to the prospective teachers
- To create an awareness of environmental protection among the student teachers.

Motto of the college

“To be good is wisdom”

Goal

To provide the State with DEDICATED TEACHERS

Objectives of the institution:

- To ensure effective teacher training programmes leading to immediate application of skills ensuring enhancement of knowledge of the teacher trainees.
- To tailor the course framework to suit and mete out global trends and demands
- To provide the teacher trainees quality teacher education
- To make teacher trainees good citizens of the nation
- To enhance value orientation through training programmes, lectures and academic input
- To inculcate value systems in them so as to serve the community and nation with all oneness and integrity.
- To increase intellectual input in the subjects concerned to ensure efficient teaching learning transactions
- To plan meaningful academic programmes to ensure development and expertise in the area chosen
- To provide adequate training to bring about holistic development of teachers
- To inculcate a sense of responsibility towards community and national development
- To enhance awareness of issues related to environment through academic programmes

- To prepare the student teachers to meet the global challenges in the field of teaching.
- To enable the trainees to come up in life with ideals integral in nature.
- To enable access to educational opportunities to the disadvantaged by exploring the means and ways to implement the same
- To facilitate placement through placement cell and to equip students for employment with relevant skills
- To provide good exposure to research in the field of education and related areas of teacher education for candidates of this institution pursuing Post Graduate Studies, M.Ed.,M. Phil and Ph.D.

Considerations addressed by the institution

The realization of the aforesaid objectives of the institution are given due consideration in the units of the core papers and the optional papers. Awareness is created and the ideas gathered from seminars and lectures are put into effect. The course in Education addresses not only the intellectual demands but issues related to ecology, environment and value orientation. Lectures, seminars are conducted to enhance value orientation. Experts are identified and invited for knowledge enrichment programmes. Trainees are given exposure to inculcate a sense of humour to help them deal with recalcitrant children considering the psychological problems which are rampant in the society today. Psychiatrists are invited for sessions to help the trainees deal with the latest problems prevalent among school going children today.

In short, the following considerations are addressed by the institution:

- Providing quality teaching - learning practice and research
- Creating good teachers for tomorrow
- Promoting awareness of the social needs of the country and preparing them for fulfilling such needs.
- Striving to keep pace with the changing needs and spirit of times.

- Fostering talent and building up the institution's rich repository of fame and prestige.
- Providing research knowledge and exposure to M.Ed., M.Phil. and Ph.D. candidates for conducting research at various levels.
- Providing opportunities for participating in the International conferences, National seminars, Workshops and Symposiums.
- Promoting teacher education as a substantial field of study
- Providing quality learning experience to the teacher trainees.
- Promoting the standards of research in teacher education
- Promoting value systems and intrinsic development in the teacher trainee
- Developing higher levels of thinking and comprehension skills of the teacher trainee.
- Developing skills pertaining to teaching, social, moral, judgmental and critical abilities in the teacher trainee.

1.1.2. 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).

The institution became 'autonomous' in 2005. As autonomy provides space for innovation and independent design of curriculum, the college made a move to avail these benefits. The College takes every opportunity to make the best use of 'autonomy' to pursue innovation in curriculum design. When the curriculum is developed care is taken to see that it addresses developmental needs at the regional, national and global levels.

In each department the syllabus is revised once in three years in keeping with current needs: the revised syllabus is then presented in the Board of Studies ,

Academic Council Meeting which comprises of professionals from other fields, academicians of the relevant disciplines, advocates, and experts from industries and the corporate sectors. At the time of the Academic Council meeting each and every aspect of the curriculum is discussed in the open forum and the suggestions of the Academic Council members are taken into consideration while restructuring the syllabus.

To meet the global trends and demands the need-based curriculum is selected. The institution follows three core papers to limelight the challenges of education, to cater to the psychological needs of the students and the educational innovations and management to be taken care of. The elective papers deal with Environmental education and Human Rights. The optional papers explain the methodology of teaching the subjects pursued by the trainees at their graduate and post-graduate level.

The feedback forms on present curriculum are collected from the students, faculty, alumni, employers and academic experts. Students' feedback about the curriculum and institution is collected regularly through IQAC. The College gives weightage to the students' feedback and it is taken into consideration while restructuring the syllabus. The college has an Old Students Association which discusses various issues of the college. Their feedback and suggestions are considered and incorporated while framing curriculum design. There is a student community representative in the Board of studies. The college has established good rapport with the communities located around the college through various extension activities. Their views and opinions are also given importance in the planning of college development and administrative activities.

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

The entire curriculum is framed with the focus to meet the global trends in teacher education, there is a core paper titled Education in the Emerging Indian Society. The programme is with a theory component and a practicum component. The theory component consists of three core courses, one elective

course and two optional courses with (lecture, tutorial, practical or project work).

- To meet the global challenges, there is a core paper titled: - Education in the Emerging Indian Society.
- To solve the psychological stress, strain and problems of school children of today, there is a core paper titled:- Psychology of Learning and Human Development.
- To know, to practise and to prepare new innovative techniques a core paper titled :- Educational Innovations and Management is given.
- To create an awareness of environmental protection, there is an elective paper titled Environmental Education.
- To inculcate awareness of rights and duties and to develop qualities of patriotism, unity, national and international understanding and citizenship another elective paper titled Human Rights Education is offered.
- To cope up with the technosavy world, an elective paper, Computers in Education is offered.
- For personal, professional and social adjustment and developing strength of character, there is a paper on Value Education help inculcate awareness of intricacies in school education.
- To keep a healthy mind in a healthy body, there is Physical and Health Education.

Thus, the student-teachers are exposed to the global trends in teacher education to meet the emerging challenges in the field of education.

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

The institution ensures that curriculum bears some thrust on national issues like environment, Value education and ICT.

The B.Ed., / M.Ed., / M.Phil and Ph.D., (Part time & full time) courses offered by this institution on Teacher education is diversified into many areas namely Educational Psychology, Administration and Management, Philosophy of Education, Professional Ethics, Guidance and Counseling and other vital areas. Almost all areas aim to promote value education, social participation, citizenship training. The various training schedules present with the courses either directly or indirectly instill value systems through academic input. The general objectives of each course offered in the institution bears thrust on national issues.

The thrust on national issues like environment is reflected in the curriculum transactions in the selected Elective subjects:

- Environmental Education.
- Computers in Education
- Guidance and counseling
- Physical and Health education.
- Awareness programmes in five days Citizenship Camp training.

Value education is encouraged through:

- Assembly activities
- School internship programmes
- Club activities
- Camp activities

The B.Ed., / M.Ed., / M.Phil., and Ph.D., courses offered in the institution concentrate on issues like environmental protection, value education, population, human rights education, education for the weaker sections, women's education, national integration to name a few.

The syllabus comprises of all the vital issues that are mentioned above and are thoroughly reviewed to impart essential knowledge levels to the teacher trainee on the issues aiming always to achieve an equitable, harmonious and developed society. Every course aims at promoting value education, social citizenship roles directly or indirectly apart from providing academic inputs.

As for ICT, there is formal provision for incorporating ICT in the curriculum of B.Ed., / M.Ed., / and M.Phil through website analysis, identification of websites for selected content matter, Powerpoint presentation of lesson plans, comparison of websites, analysis of data using SPSS package, collecting reviews of related literature through online sources. These are some of the activities with which ICT knowledge is given as an integrated part of the academic programmes.

1.1.5 Does the institution make use of ICT for curricular planning?

Yes, the institution makes use of ICT tools like World Wide Web, Internet ,search engines, blogs, e-mail sharing and processing etc., for curricular planning. The above ICT tools are used to understand the global trends, developments in the field of education and to make a thorough comparison of our syllabus with the syllabus of other institutions and to refer to certain areas / topics in papers such as research methods, curriculum development, governmental policies, laws and amendments, to refer to certain governmental bodies like UGC, NCTE, CIET, SCERT, RIE, etc. ICT tools are used during curricular planning. ICT is used in an effective way for teaching- learning transactions.

The action plan of the year

- Lesson plan of student teachers.
- Cycle test / Model exam question papers.
- Camp activities.
- Assembly activities
- Community service activities.

1.2 Academic Flexibility.

1.2.1. How does the institution attempt to provide experiences to the students so that teaching becomes an effective practice?

The institution provides teaching-learning experiences by offering the students innovative well-structured curriculum in keeping with the standards recommended by the NCTE / NCF for teacher education (2005). As per the

objectives and guidance provided each course is designed and offered to the students for a comprehensive achievement. Curriculum revision is based on content, need and change based approaches including contemporary concepts and issues which provide scope for teaching becoming an effective and reflective practice in the following ways

- Demonstration lessons by faculty
- Observation lessons by student-teachers
- Practising six skills during Microteaching sessions
- Observations by peer groups.
- Macro – lesson teaching
- Seminars and workshops.
- Teaching Practice Training for 40 days.
- Support from faculty by visiting schools during teaching practice.
- Various cultural activities, club celebrations, Camp activities and National functions and celebrations.

The curricular, co-curricular and extra-curricular activities provided at the B.Ed., and M.Ed levels are in a variety of spheres aiming at self-development and inculcating value systems and reflective practices. The course directly or indirectly inculcates tolerance, extensive comprehension of personal, social and professional responsibilities, cooperation, courage, scientific thinking and attitude, respect for self and others etc., and developing characteristics like expression, language development, capacity to face an audience with poise, confidence and communication skills.

The organization and participation in departmental activities and inter-college activities (competitions), university level competitions, seminars, cultural activities together provide experience to the B.Ed. trainees ensuring effective practice and training.

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

The institution provides adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students in the campus and in the field. The Teacher trainees pursuing B.Ed. course are exposed to varied learning environments such as opportunities to listen to seminars on multiple topics. Arts and crafts sessions, sessions on creating teaching aids, lab sessions are provided for them to develop Aural, Visual based teaching-learning aids. Language lab sessions help them in developing skills in listening and speaking English.

Community work and campus cleaning programmes provide them scope to develop group dynamic ability, social skills, physical work and participation, Environmental awareness etc.

Citizenship training camp is a part of the B.Ed training programme where students are exposed to multiple tasking and learning environments. This provides scope for participation, observation, exhibition of talents, work skills and in expressing their individual talents.

Teaching Practice , micro teaching, observation sessions, campus observation (for institutional case study), seminar sessions, competitions, sports activities, talent search day, exhibition of teaching aids are some of the major activities offered by the institution to provide flexibility and scope in the operational curriculum facilitating varied learning experiences.

For the M.Ed., students, observation of B.Ed., students during teaching practice for around 5 days, visits to special education schools, data collection activities, special lectures and seminar activities, dissertation work provide scope in the operational curriculum together ensure varied learning experiences in the campus and in the field.

The institution focuses on multi skill development in its curriculum by courses in teaching varied content, content related activities including

encouraging students to participate in a variety of curricular, co-curricular and social activities.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example develop communication skill (verbal & written), ICT skills, life skills, community orientation, social responsibility etc.

- Communication skills (verbal & written): 30 hours of communication skill training was provided outside class hours. The intention of the programme is to benefit the students with the skill of spoken and written English through talk sessions and on the spot written exercises. Students in this institution are from rural background and hence they need help to improve their communication skills. Language laboratory is used on a regular basis in order to encourage the students to develop technological skills in language learning.
- ICT skills: Computer laboratory is used to give the B.Ed trainees, orientation towards using M.S-office.
- Programmed learning forms a part of all the optional papers. Linear and branched frames are prepared by the students and all the students are oriented to prepare a power point presentation based on a topic from the school syllabus. A minimum of twenty slides presentation is prepared by the students and evaluated in the seminar session in which they present the power point they had prepared.
- Psychology practical promotes understanding of fellow humans through assessment by standardized experiments (E.g. Span of attention, Transfer of learning, Concept formation...)
- Camp activities for life skills and Community orientation.
- YRC (Youth Red Cross) programme to develop social responsibilities among student-teachers.

- Life skill courses: Life skill courses form a compulsory part of all the B.Ed., M.Ed., and M.Phil. curriculum. At the beginning of the year external experts deliver lectures on life skill areas such as
 - a) Personality Development
 - b) Stress Management
 - c) Transactional Analysis
 - d) Soft skill Development.
 - e) Communication Skills.
 - f) Classroom Management Skills
- These lectures on life skill courses are arranged in addition to similar lectures arranged by the IQAC cell of the institution. Throughout the academic year lectures are arranged to enlighten the trainees enabling development of life skills.
- Community Orientation & Social Responsibility: Community orientation and social responsibility are offered to all the teacher trainees. Social service activities are conducted during the camp activities and also literacy programmes are conducted in the nearby slum area as part of the social service and extension activities.

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

(Interdisciplinary/Multidisciplinary topics

At the Post graduate level (M.Ed., M.Phil., and Ph.D levels) students are encouraged to choose multiple range of areas from different subjects / disciplines as part of their dissertation/thesis work.

Interdisciplinary topics in combination with:

- Psychology – Education
- Administration – Education
- Language – Education
- Geography / History / Philosophy – Education

Adequate knowledge is given in the above subjects. Multidisciplinary topics in combination with Education such as,

- Education – Mathematics – Psychology
- Education – Science – Psychology
- Education – Administration – Psychology
- Education – Philosophy – History, are covered to ensure the inclusion of Interdisciplinary and Multidisciplinary aspects in the curriculum.

At the B.Ed., level other than the core / main papers which is in line with their major subjects / disciplines, elective papers pertaining to the field of education are also given. The syllabi of the optional papers have at least one unit which is inter-disciplinary.

(ii) Multi-skill development

To ensure multi-skill development the institution offers training sessions as follows:

1. Yoga training
2. Communication skill development
3. Physical education & Training courses etc.,
4. Short term courses such as Teaching learning material development
5. Value education programmes, Stress management.

iii) Inclusive education

Every year around ten to fifteen visually challenged students pursue their B.Ed., / M.Ed., courses and around five physically challenged students pursue the above said courses. Extension activities such as visiting special schools, attending workshops and participating in conferences are encouraged to ensure inclusive activities. Peer group support and faculty-care and concern are the main considerations for the promotion of confidence in the physically challenged student-teachers.

(iv) Practice Teaching

Teaching Practice is strictly followed as per the directions of NCTE and the Tamil Nadu Teachers' Education University norms 40 days of teaching practice inclusive of observation are being followed with the permission from the government authorities. Permission from schools is sought and students are sent to around 20-25 schools to pursue their teaching practice. Before going for practice teaching students are well equipped with subject input and trained in Micro-teaching skills. Then they are encouraged to take up macro-teaching after repeated practice in teaching.

(v) School experience / internship

The teaching practice is taken in the recognized schools approved by State/Matriculation boards for a period of 40 days inclusive of having teaching experience in both the optionals. U.G. students undergo teaching practice at the upper Primary level (VI to VIII) for all subjects and at secondary level classes, IX and X for their relevant subject studied at the U.G. level and PG students at Higher Secondary level. The schools are selected with the prior permission from the CEO (Chief Education Officer) of Kancheepuram District and from EO (Education Officer) of Chennai district for Corporation schools. Then permission is obtained from the Principals and subject teachers with due intimation. We follow the procedure given below

- Permission from CEO(Chief Education Officer)/EO(Education Officer)
- Permission from Principals / Heads.
- Permission from Subject teachers.
- Observation 5 days.
- Teaching of Optional I & Optional II for 35 days.
- Faculty visit to different schools.
- Getting feedback from schools.

School experience is recorded by various activities, academic activities and records that are being done in the school during practice teaching. Lesson plans, achievement test construction and administration, case study, institutional

case study, action research are some of the major activities that are carried out and recorded in the internship / teaching practice.

(vi) Work experience / SUPW

Work experience is provided to all the B.Ed., trainees. Every week two to three hours are allotted for community work, campus cleaning, and environmental awareness. Eco-system based activities are introduced with an objective of inculcating a social sense among the trainees. Intensive work experience is provided during the citizenship training and camp activities. Five days citizenship training camp provides ample work experience to learn and produce socially useful and productive products. It emphasizes dignity of labour and work consciousness on the part of the student-teachers, to value the need to work, to lead their life in peace with courage and confidence.

1.3 Feedback on Curriculum:

1.3.1 How does the institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stake-holders with reference to the curriculum?

	Feedback and Communication
Students	Students’ feedback on curriculum are taken into consideration based on the input received from the students, curriculum needs, demands and practical use are thoroughly verified by a team of staff members and based on their input curriculum modifications are carried out.
Alumni	Alumni members play an important role in curriculum modification. Many alumni of this institution are serving at high levels. Based on their observations and experience, their input is viewed critically by the team of staff members and revision is done based on it.

Employers	Employers' suggestions based on the administrative feasibility of the curriculum management and administration serves effectively as a positive guide to ensure developmental changes in the curriculum.
Community	Community representations on the changes in the curriculum addressing the local needs, benefits that can be achieved with the activities effected in the curriculum may contribute to effective planning. Hence community represented changes are considered for effective planning and administration of the curriculum.
Academic Peers	The input from the academic peers, serving as Question paper setters, Academic council members, Board of Studies members, Experts, Review Committee members suggesting curriculum change is taken into sincere consideration thereby bringing changes in the curriculum , based on their views and suggestions.
Other stake-holders	Lawyers, industrialists, parents, community representative, alumni, are part of the Board of Studies and Academic Council in line with the academic experts present on these Boards. Their (views based on certain activities, and comments) areas of progress, work, accountability, responsibility, feasibility from their point of view is taken into consideration and thus the institution encourages feedback with reference to curriculum construction.

1.3.2 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?

All the staff members with regard to the subjects concerned are entitled to carry out the suggestions provided by the students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum.

The committees constituted for the above said purpose include all the staff members of the subjects concerned. The changes / suggestions / modifications highlighted are thoroughly analyzed by the committee and subject wise analysis done on the changes effected in the curriculum. Moreover the changes carried out based on the feedback, review is monitored by the senior members of the staff and visiting subject experts to the institution.

The mechanism to regulate the outcome from the feedback is effectively monitored .The changes are discussed to get it approved by the members and those who handle the subjects. The changes based on the outcome from the feedback are reviewed with due consideration and changes that are approved by the Academic Council and Board of Studies is incorporated in B.Ed., M.Ed., M.Phil. Courses.

1.3.3 What are the constitutions of the institution to curriculum Development? (Member of Board of Studies / sending timely suggestions, feedback, etc.,)

The constitutions of the institution for curriculum development:

1. Many Senior Members of the Faculty working in this institution are Members of the Board of Studies in many autonomous colleges located in Chennai. They are also Members of the Board of curriculum developers for TNTEU. They develop relevant syllabi in the subjects concerned respectively.

2. Many of the staff members contribute to the curriculum development either directly or indirectly. Those who act as question paper setters identify and note certain modifications, additions and deletions informing the concerned colleges. These valid remarks are welcomed by the institutions and they come forward to develop their curriculum.
3. Intercollegiate research symposiums for M.Ed., / M.Phil., courses, special lectures and discussions, workshops on syllabus revision and Question bank preparation are some of the activities through which the institution contributes towards curriculum development.

1.4 Curriculum update

1.4.1 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 following are the courses in which major curriculum revision has been done during the last five years.

Changes carried out in B.Ed., First and Second semester syllabus

1. **Trends and challenges in Education and Education and National concerns**
 - In the above papers, the title were modified based on the relevance of the content to the present times and also to suit the requirement that the syllabus has to meet, such as, the demands of the state level teacher Eligibility Test syllabi.
2. **Understanding the learner and Psychology of Teaching and Learning**
 - In the above papers minor revisions have been carried out in this paper

- The syllabus of this particular paper was keenly considered for revisions as per the demands of the state level Teacher Eligibility Test.

3. Philosophical Foundations of Education and Emerging Trends in Education

- In the above papers modification were made as per the demands of the TET exam conducted by the TamilNadu State TNTET. Major changes were incorporated in the 'Curriculum unit' apart from mild modifications carried out in this paper.

Changes in optional papers

Major changes were done in the following papers.

Semester I :

S.No.	Subjects	Subjects code	Semester
1	Optional: Tamil- I	BTLO1	I
	Optional: Tamil- II	BTLO2	I
2	Optional: Tamil- I	BTLO1	II
	Optional: Tamil- II	BTLO2	II
3	Optional: Mathematics- I	BMSO1	I
	Optional: Mathematics- II	BMSO2	I
4	Optional: Mathematics- I	BMSO1	I
	Optional: Mathematics- II	BMSO2	I

- I) Other subjects are namely,
1. English I and II (Semester I and II)
 2. History I and II (Semester I and II)
 3. Geography I and II (Semester I and II)
 4. Physical Science I and II (Semester I and II)
 5. Biological Science I and II (Semester I and II)
 6. Computer Education I and II (Semester I and II)
- II. Modifications were carried out with respect to certain areas.

1.4.1 Changes in the M.Ed. Course

M.Ed course

1. Credit system has been introduced and has been implemented from the academic year (2013-14).
2. Practical aspects are given for each paper in M.Ed. (at the end of each paper). A minimum of two practical components have to be done by the M.Ed., candidate for each paper.
3. A new paper titled 'Teacher Education' has been introduced as an elective in the second semester.
4. Four elective papers in the First semester and four in the second semester are provided for the M.Ed. students. Options are given to them to select the papers of their interest in each of the semesters.

Electives offered:

1. Guidance and Counseling
2. Teacher Education
3. ICT in Education
4. Education for the underprivileged
5. Educational Planning, Management and Administration
6. Economics of Education
7. Special Education
8. Curriculum and Instruction

Modifications were carried out in the following papers.

1. Philosophical, Sociological and Historical foundations of education (MPSH)
2. Advanced Educational Psychology (MAEP)
3. Guidance and Counseling (MGAC)

1.4.1 Changes carried out in the M.Phil.Course

- i. Semester pattern was introduced for the M.Phil., course from the academic year (2013-14).

The following are the papers / coursework offered in the first and second semester.

First semester:

1. Advanced Research Methodology and Educational Statistics (MLRMS) -I
2. Distance Education (MLDE).

Second semester:

1. Advanced Research Methodology and Educational Statistics (MLRMS) -II
2. Background paper (Thesis based paper)
3. Thesis.

ii. Research methodology paper was refined and some of the topics which were considered to be mere repetitions of the M.Ed., course were deleted and some units were clubbed together. This was done based on the suggestions provided by the members of the Board of studies.

iii. Instead of the Special Education paper in the second semester thesis based paper (internal paper) has been included. The syllabus of the paper has to be constructed by the M.Phil., candidate with the help of their respective guides from the area / topic that they had selected for research. Choice Based Credit system has been introduced in all the B.Ed., M.Ed., and M.Phil. courses since the academic year (2013-14).

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

- (i) Need assessment B.Ed., / M.Ed., / M.Phil., curriculum is presented each year before the Academic Council and Board of Studies of the college. Based on the suggestions provided by the above bodies, modifications are carried out then and there at necessary instances in the subjects.

Need assessment is periodically done based on the following:

- Reviews received from the subject experts.
 - Comparison of our institution syllabus with the syllabus of other renowned institutions
 - Comments and group discussion among the staff members.
 - Comments received from the question paper setters and syllabus review committee.
- (ii) Students' input: Students' input is considered to be a major criterion in curriculum revision. There is a student representative in the Board of Studies who opines on the collective expectations of the students on changes, modifications, inclusions and deletions in the courses, papers, chapters and with the considerations and recommendations made by the Board of studies on students' input, curriculum revision and updating is done.

- (iii) Feedback

Feedback is based on the following :

- Effectiveness of curriculum
- Utility, feasibility of the curriculum
- Relevance of the curriculum as to whether it meets the standard and content sufficiency of the competitive exams like CTET, state TET, and other higher level exams like SET, NET etc., are periodically

verified and based on the feedback on the curriculum by the teachers, administrations in the practising schools, changes / modifications on the syllabi / curriculum / coursework are made taking into consideration the need and significance of such modifications.

- Suggestions on lesson plans, the changing trends in evaluation (as now the schools are following CCE and semester system, learning the format, need and expectations) objectives in the lesson plan are modified to some extent and based on the input from the teachers on many aspects of lesson plan, preparation of teaching aids and teaching methods, evaluation and assessment are carefully considered for curriculum revision and update based on the feedback from practicing schools.

1.5 Best practices in curriculum aspects

1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curriculum aspects?

Curriculum was developed and practised in keeping with the standards recommended by (NCTE- National Council for Teacher Education).

1. Curriculum has been developed as per the focus and direction as mentioned in National Curriculum Framework for Teacher Education (2008).
2. External Subject experts from Government colleges and Government aided colleges as members of the Board of Studies have been regularly consulted in order to ensure upgradation and improvement of the curriculum.
3. Latest developments in the Education discipline has been traced and studied, accordingly the curriculum of B.Ed., / M.Ed., / M.Phil, courses are periodically updated.

4. Feedback is being received by the students through Proforma and a student representative in the Board of Studies, suggests changes that are to be done in the curriculum. Students' suggestions based on the relevance are considered and planning is done in the curricular aspects as per the growing demands and development.
5. Syllabus is constantly updated every single year and changes are implemented with the approval of the Board of Studies.
6. Communication skill orientation, Yoga, Basic Computer Education certificate courses are being conducted regularly.
7. Provision of computer laboratory, language lab, library facility helps the students to acquire necessary computer skills.

1.5.2 What innovations / best practices in 'Curricular aspects' have been planned / implemented by the institution.

1. With the existing semester pattern for the B.Ed. course the curriculum is designed to provide overall competency in teaching proficiency by introducing credit system for each of the papers thus classifying the weight-age of the paper objectives.
2. Periodical modifications deletions and inclusions of topics in each paper are done and approval from Board of Studies is received on the incorporations.
3. M.Ed. Curriculum concerning major thrust papers such as Research methodology and Statistics, Advanced Educational Psychology is modified on a regular basis based on the input provided by experts, need and advancement happening in the field.
4. At the M.Phil. level so far as internal papers titled special education is given at the second semester along with the dissertation work. As for the best practice a dissertation paper (or) topic oriented paper based on the area of research with the syllabus constructed by Guide and the M.Phil. Scholar, was for the first time implemented at the M.Phil. level.

5. Every M.Phil., research scholar with the guide has to develop a syllabi based on his /her title chosen for the dissertation work and the paper is the internal paper for M.Phil., in the second semester along with the dissertation work.
6. In the academic year 2013-14 M.Phil. Course is brought under the semester pattern.

The above mentioned details are some of the best practices in the 'Curriculum aspects planned and implemented by the institution. The new concepts, contents and modules in accordance with the changing societal, professional needs, demands of the teaching profession and employment prospects are introduced.

**Additional Information to be provided by Institutions opting for Re-
accreditation / Re-assessment**

1. **What are the main evaluative observations / suggestions made in the first assessment report with reference to Curricular aspects and how they have been acted upon?**

The following are the measures taken to improve the curricular aspects based on the suggestions made in the reaccreditation report cycle 2

- Meetings of Board of Studies, Academic Council and Governing Body are conducted regularly.
- Necessary revisions and restructuring of syllabus is done as and when it is necessary with the approval of the Board of studies.
- Subject experts and student representatives consulted before effecting any changes
- Community Service and Health Education added as curricular components.

- Flexibility considered an important contributing factor in quality enhancement.
- Lists of references have been enhanced and updated.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The major quality sustenance and enhancement measures undertaken by the institution,

- Curriculum development and planning has been done by involving experts in the field of Education with recommendations of UGC nominee, university nominees and subject experts.
- Major revisions in the syllabus have been incorporated after conducting workshops.
- Flexibility has been introduced in the B.Ed., & M.Ed programme offering more than two electives.
- Internet Facility has been made available to the faculty and students. B.Ed. & M.Ed students are allocated scheduled hours to access internet on a regular basis.