Criterion II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

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

Details of the admission process:-

Admission to the B.Ed. course is announced every year by the Government of Tamil Nadu. Lady Willingdon Institute of Advanced Study in Education is the nodal agency appointed by the Director of Collegiate Education for the preparation of the rank list and allotment of the students for B.Ed. admission all over Tamil Nadu.

B.Ed admission process since 2007-2008 on wards is carried out through general counseling / single window counseling. The Government of TamilNadu, Directorate of Collegiate education is the regulatory body for B.Ed admission for the past 4 years. Lady Willingdon Institute of Advanced Study in Education, Chennai-5, conducts the counseling process.

➢   The candidate should have passed the UG degree examination in the 10+2+3 stream, with the same main subject in part III, for which he is seeking admission in the B.Ed course.

➢   Candidates who have taken more than one main subject in part III (double or triple major) of the UG degree have to choose only one of the main subjects and apply for that optional in B.Ed.

➢   Candidates with Applied Mathematics and Statistics can apply for Mathematics optional in B.Ed.

- Candidates who have done their UG degree in Applied Chemistry, Bio-chemistry or Applied Physics can apply for physical science optional in B.Ed.

- Candidates who have done their UG degree in Biotechnology, Plant Biology and Plant Biotechnology can apply for Biological Science.

- Candidates who have done their UG degree in Applied Geography can apply for Geography.

- Candidates who have done their UG degree in Computer Science, Information Technology and Computer Applications etc., can apply for Computer Science.

- A candidate should have secured
  OC - 50% BC - 45% MBC/DNC - 43% SC/ST-40% of marks in Part III of UG degree.

- In the case of candidates belonging to SC and ST communities, a pass with 40% marks in the relevant UG degree is enough, irrespective of the number of attempts.

- In the case of handicapped (both physical and visually challenged candidates), a minimum pass with 40% marks in the degree is required.

- Candidates with PG qualification with 50% marks alone will be considered for Economics, Commerce and Home Science.

- Age no bar.

  The students selected for the course have to submit the following certificates at the time of admission: Original transfer certificate from the college last attended, Community certificate, Medical fitness certificate, S.S.L.C Book, Mark lists of the qualifying degree (complete set), Degree diplomas (Qualifying certificates), Relieving

order (in the case of teachers), a recent conduct certificate, etc. They have to pay the fees along with the special fees as per government rules and regulations to such students as are declared eligible. Admission to the course is subject to the rules and regulations of the Government/University/NCTE.

M.Ed., Programme

M.Ed. admissions are advertised by the Institution. Applications are called for, an entrance test is conducted, rank list is prepared and the students are allotted seats. The minimum marks for M.Ed. admission is 55% in open category.

The Master of Education program is meant for candidates desirous of pursuing post-graduate program in Education on full-time basis and preparing them to have a research mind in the field of Education of their choice. The course includes a research project in Education, which helps the students to develop and deepen the knowledge and understanding in Education. They will be even motivated to go for higher studies and do research in the same field. The admission committee undertakes the following procedures:

- Sale of application
- Registration
- Verification of certificates
- Admission

The eligible candidates are interviewed orally for their communication skills. Thus the admission aims for 25 eligible students. Additional 10 seats were allotted by the affiliated university (TNTEU) in 2010 and the M.Ed course admission is given to 35 eligible students.

Dissertation: Candidates are expected to submit a dissertation and it should be the record of original investigation. The research report is prepared under the supervision of a faculty member of the college.

➢ To adhere with the decisions of the regulatory bodies, the eligibility certificates and permission for admission from the Tamil Nadu Teachers Education University are acquired.

➢ To maintain equity both male and female candidates are admitted. 3% reservation for handicapped persons is also included in the admission procedures.

➢ By following the norms of the university and by fixing moderate fee, it can be said that education is accessible to all sections of the society.

➢ Although an autonomous college the rules and regulations of the Government and the university are strictly followed in admission and our admission policy is transparent for B.Ed/M.Ed/M.Phil programmes.

M.Phil., Programme

(a) Candidates who have qualified for Post-Graduate Degree in Education of this university or any university recognized by the Syndicate as equivalent on or before 1st January 1991, subject to such conditions as may be prescribed therefore shall be eligible to register for the Degree of Master of Philosophy (M.Phil) in Education and undergo the prescribed course of study in an approved Institution or Department of the University.

(b) Candidates who have qualified for Post-Graduate Degree in Education mentioned in Regulation (as mentioned in the above para) on or after 1stJanuary 1991, shall be required to have obtained a minimum of 55 % of marks in their Post-Graduate Degree in Education to become eligible to register for the Degree of Master of Philosophy (M.Phil.) in Education and undergo the prescribed course of study in an approved Institution or Department of the University.

(c) Concession of 5% marks for SC/ST.

The admission committee undertakes the following procedures:

- ➢ Sale of application
- ➢ Registration
- ➢ Verification of certificates
- ➢ Admission

At present 12 approved seats are there for the M.Phil., programme.

Ph.D., Programme

For purposes of admission to the Ph.D. programme, a candidate should have obtained a Master of Education (M.Ed.) degree with not less than 55% marks of this University or any other University approved by Syndicate of Tamil Nadu Teacher's Education University

(Note:A relaxation of 5% may be provided from 55% to 50%,of the marks at the Master's Level for the SC/ST/Physically Challenged category).

Admissions to Ph.D. programme will be made twice a year, i.e., January and July.

Candidates should submit their applications on or before the first working day of January or July as the case may be. Registration for Ph.D. programme may be done throughout the year.

Further the registration procedures and regulations of the admission to Ph.D., degree in Education is as per the prevailing norms of the Tamil Nadu Teachers Education University, Chennai- 600 005.

Equity, Access and Transparency

Admission process is systematically administered based on the predetermined criteria laid down by the NCTE, Government of Tamil Nadu and Teacher Education University. Every year meritorious students from all over Tamil Nadu mostly from rural areas are admitted for all the programmes.

Students from different categories OC/BC/MBC/SC and ST from all districts of Tamil Nadu are admitted. Transparency is maintained in the entire admission process. When the admission process is over, the list of the students is sent to the concerned authorities. Every year the college admits physically and visually challenged students. Special attention is provided to them. In the current academic year, ten visually challenged students and one physically challenged student are undergoing training in the B. Ed. programme.

The marks obtained in the under graduation course is the main criterion for admission, weightage of marks is given for Post graduation, excellence in sports in inter University / sports level, and for attending 7 days camp NSS/ B,C certificate of NCC .

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

Applications are invited through advertisements in leading newspapers by Directorate of Collegiate Education in the month of August / September every year.

The following information is given:

➢ Cost of Application.

➢ Mode of Application fee payment.

➢ List of colleges of Education with address where the prospective students get application.

➢ Eligibility Criteria.

➢ Last date for submission of Application.

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

The admission procedure is carried out by the Government and Directorate of Collegiate Education (DCE). The college strictly follows the norms and guidelines prescribed by the Government of Tamil Nadu. So the Institution does not have a separate monitoring system. But the cut off marks obtained by the applicants are obtained in the DCE website. However at the time of admission into our institution a checking committee is constituted to recheck the admission details such as percentage obtained, quota and relevant details.

Students selected for the course have to submit the following certificates at the time of admission: Transfer Certificate from the college last attended, Community and Medical Fitness certificate S.S.L.C Book, Mark lists of the qualifying degree (complete set), Degree diplomas (Qualifying certificates), Relieving order (in the case of teachers), a recent conduct certificate, etc. They have to pay the fee along with the special fee as per government rules and regulations to such students as are declared eligible. Admission to the course is subject to the rules and regulations of the Government/ University/NCTE.

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

Ours is an autonomous institution. Students prefer to join here because of the prestigious heritage, identity and name of Institute of Advanced Education, being a premier Teacher Training Institution in Asia. IASE is older than the University of Madras. Meritorious, gifted, rank holders of various institutions, visually and physically challenged students join through

counseling according to the Government regulations. This is a professional course opted for by the students who wish to qualify professionally. Since they come out of sheer interest with a thirst to acquire knowledge for effective dissemination there is no need to worry about their diversity or retention. So the question of retaining the diverse student population does not arise. But still when need arises the following strategies are taken to retain the diverse population.

Strategies followed to retain the diverse population are;

➢ For individuals of diverse economic background, scholarship facility, bank-loan facilities are provided.

➢ For individuals of diverse cultural background, cultural harmony is provided through co-curricular and extra-curricular activities.

➢ For individuals of diverse religions, being a government institution it does not impose any religious principles, but permit the students to follow their own religion. All faith prayer and national integration related activities are insisted and fostered with keen interest and respect.

➢ It is a government college purely for men so there is no scope for gender differences in B.Ed and M.Ed programmes but for M.Phil program both male and female get admission in a transparency based on merit.

➢ 3% admission policy of Tamilnadu Teachers Education University is followed in case of physically challenged candidates.

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

There is no provision for assessing student's knowledge / needs / skills before the commencement of teaching programme.

2.2   Catering to Diverse Needs

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

The institution works towards creating an overall environment conducive to learning and development of the students by the following ways:

➢   The institution has a Union Council consisting of a student Chairman, secretary, social science secretary and sports secretary elected by the students to represent the grievances of the students to the Head of the institution.

➢   Grievance cell is also in touch with the students.

➢   The problems of the institution are discussed and solved in the staff and council meetings, represented by qualified and competent faculty members.

➢   Through student amenities like toilets, water, telephone, medical aid and counseling

A questionnaire at the end of the year filled by students on the entire course and campus experience throws light on the improvement to be made. Further an overall conducive environment is created by a cordial one to one relationship existing among the Principal, faculty members and students. Team spirit is created through positive attitude under the able guidance of the faculty members. The students are divided into different groups and work as a

team in activities like assembly programme, various club activities, cultural programmes, celebration, camp activities to get learner – friendly environment. These measures enable the institution to create an overall conducive environment.

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

Catering To Diverse Needs

An orientation programme is organized for all the students every year at the commencement of each academic year. The curriculum, syllabus, rules and regulations, infrastructure, library, ICT facilities, evaluation schemes, clubs, co-curricular activities, etc. are explained to the students as part of the orientation programme. An interaction programme with the former students under the auspices of the Alumni Association is arranged to acquaint the students with the institution, course and the profession.

A printed copy of the syllabus is given to each student in the first week of the course itself. The structure of the semesters, credit hours, and courses offered, criteria for internal and external evaluation, details of practical work, etc. are given in detail in the printed syllabus. The annual calendar prepared with all the details regarding the course, profile of the institution, faculty, rules and regulations, working days is distributed to the students.

Right from the beginning students are encouraged to involve themselves in Socially Useful Productive Work (SUPW), to develop social awareness, responsibility, dignity of labour, social as well as life skills among the students as specified below:

➢ Free tuition for poor students – the student teachers guide the students of the Model school in their studies

➢ Literacy classes- student teachers under the guidance of their teacher educators conduct literacy classes for the illiterate and semi-literate.

➢ Awareness Programme- programmes are conducted to create awareness of issues like AIDS, Eye donation, Blood donation, Life style diseases, Women Empowerment, Human Rights, etc. among the students during the camp.

Some of the curricular activities that cater to diverse needs are:

➢ Documentation – student teachers prepare documents on topics of current significance.

➢ Preparation of Teaching Aids. – Student teachers prepare charts, models, etc. that can facilitate the teaching learning process. These aids are distributed to the local schools and teachers.

➢ Campus cleaning and beautification- The student teachers help in the beautification of the college campus and are also trained in gardening and nurturing herbs, vermi composting, pipe composting is being planned.

➢ Energy conservation – There is a plan for selecting any of the nearby area particularly rural area and to train the student teachers to conduct awareness programmes on energy conservation and practical training for saving energy.

Talented students are given additional activities such as conducting seminars, quiz programmes, social surveys, and literacy classes. Tutorial classes for students are regularly conducted based on their needs.

Last year 20 of our students cleared NET/SLET, 50 cleared TET. All the deserving students are helped to attain different types of scholarships and fee concessions like minority scholarship, SC/ST scholarship and other various scholarships given by the state and central government.

Catering to individual differences

➢ The teaching learning process caters to the individual differences among the students.

➢ The institution provides academic assistance through tutorial programme and remedial teaching.

➢ Educationally disadvantaged students get personal attention. Remedial teaching for disadvantaged groups is a regular practice here.

➢ Gifted students are identified right at the onset of the course and are assigned additional work, projects, responsibilities, etc. as suitable to their talents and needs.

➢ A Best Student award is instituted by the college for the best outgoing student of each year.

➢ Trainees with slight problems in delivery of instruction are given special attention like repeated teaching, personal guidance, additional coaching, remedial programs, etc.

➢ We have a tutorial system where each teacher educator guides eleven students.

➢ We come to know about the problems faced by our students through informal, open chats and discussions with them.

➢ Students often report their inconvenience through the Grievance Redressal System functioning effectively in the college.

➢ In order to keep abreast of the development in the school scenario, the faculty convenes and participates in various workshops from time to time.

Thus the institution caters to the diverse learning needs of the students through its planned co-curricular, curricular and extra-curricular activities.

Our Curricular Transaction Activities:

(a) Curricular	(b) Co-Curricular	(c) Extra-curricular

A. Theory
 	
Core –(3)
 	
Elective– (1)
 	
Optionals –(2)
 	
B.PRACTICALS
 	
1. Practice-teaching
 	
2. School-observation
 	
3. Records/Albums
 	
4. Power-point
 	
   presentation
 	
5. Website
 	
   identification
 	
6. Text-book review
	1. College assembly
	
	2.Seminars/guest
	
	lectures
	
	3. Camp activities
	
	4. Sports activities
	
	5. Cultural
	
	programmes
	
	6. Celebrations
		1. Inter Collegiate sports
		
		2.Intercollegiate
		
		 competitions
		
		3. Tutor-ward system
		
		 4.Counselling
		
		5.Certificate
		
		Courses
		
		6. Yoga
		
		7. Communication skills

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

The following activities are included in the curriculum to cater to role of diversity and equality in the teaching process:

➤ Every Monday, prayer is conducted and the National flag is hoisted by our Principal. Relevant excerpts from Thirukkural, Quran, Bible, Bhagavad Gita and News are read out by the students. A common Uniform (White & White on Mondays and Grey & White on other days) gives the feeling of oneness among the teacher trainees.

➤ Every day, Physical Education / Health Education classes are conducted in groups. This develops team spirit, Unity in Diversity, work culture, and punctuality among students.

➤ An active student Union comprising of representatives from eight different optional subjects functions in a very effective and efficient manner. They are actively involved in all the activities of the institution.

➤ Every year, blood donation camp is organized. The students donate blood voluntarily with a real display of empathy with the sick and ailing, a value necessary with the teaching fraternity.

➤ Citizenship Training Camp is conducted to inculcate brotherhood, tolerance, affection, equality, forgiveness, democracy and a spirit of togetherness. The camp ensures training with plenty of useful input given by psychiatrists, voice therapists, soft skill trainers, fire service personnel, yoga teachers etc.

➤ Further, training by Fire service personnel, discussion sessions with doctors, nutritionists and First Aid training is given to tackle emergencies in schools.

➢ Release of College Magazine which publishes the creative work of students like articles, songs, poems, pictures etc, gives the joy of oneness.

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

The Teacher Educators are well experienced with rich academic knowledge in organizing different activities to ensure the success of the programmes and beneficiaries. The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs by the following.

➢ Through feedback of students

➢ Through periodical observation by the Principal

➢ Through feedback from academic peer group

➢ Through self-evaluation report of the teacher educators

➢ By allowing teachers to participate in seminars/conferences, workshops, training programmes etc.

➢ The Head of the Institution and the teacher Educators consciously engage in research activities and act as resource persons in various National seminars and workshops thereby embellishing their talents and updating their knowledge.

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

The various practices that help student-teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations are:

- Demonstration lesson by faculty members (On different styles and skills of teaching)

- Observation by student-teachers (Five days in practice teaching schools)

- Microteaching for minimum six skills (Skill of introduction, explanation, stimulus variation, reinforcement, using black board and link lesson etc)

- Macro lesson – teaching (Twenty lesson plans per optional subject)

- Simulation

- Seminars & workshops

- Practice teaching

- Various cultural activities

- Celebrations and camp activities (Where all the students are encouraged to participate including students with special needs)

Apart from these

- knowledge of psychology experiments
- knowledge of teaching models/methods
- knowledge of learning styles

Inclusion

Reservation is strictly followed to provide admission to the differently abled students.

- Additional five seats are allotted for visually challenged students from the government.

➢ The visually challenged students get help from scribes during internal and University Examination.

➢ The physically and visually challenged students are given preference to get admission in the hostel and are allowed to do teaching practice in the Model school which is in the campus of IASE.

➢ Classes are arranged for them in the ground floor to help them attend the classes easily.

These practices followed in the institution inculcate values in other student teachers to empathize, be helpful and kind to their challenged friends.

2.3 Teaching-Learning Process

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

Use of learning resources

Library

1. Library resources are effectively used to augment teaching-learning process, Library hour is included in the regular time-table itself. Department library is also in vogue.

   ➢ The students can renew or borrow five books for a week
   ➢ The library works from morning 8.30 am to evening 4 pm.
   ➢ Open-access system helps research scholars utilize maximum number of books.
   ➢ Facility to refer and write
   ➢ Lunch time and break time can be used for reference.
   ➢ Display of newspapers and magazines.
   ➢ Display of journals and newsletters.

Website

Website is available for the college and the website address is www.iasetamilnadu.org and Internet connection is available at the Principal's room, administrative office, Education Department, Controller's office and library.

Every week a period is allotted for web analysis. Website evaluation record is a part of the B.Ed., programme – Website reviews in various optional subjects is encouraged and weightage given in the practical component.

Focus Group

The peer group leaders and the Staff of various departments act as resource persons for active learning .The assembly is conducted with the guidance of the department staff.

Individual Creativity

Under each optional, core and elective subjects the students exhibit their creative skills by making colorful charts, working and non-working models and many varieties of teaching aids useful to ensure meaningful learning. The albums and records also enable the students to do active learning and think along lines of effective teaching.

Simulation

In the absence of real situation the created situation makes the students learn actively the nuances of interesting ways of teaching.

Peer Teaching

Peer group teaching in micro-teaching, demonstration, macro-teaching and remedial teaching promote active-learning among students.

Role Playing

The department-wise presentation of assembly activities, the various group activities of the camp like group-song, group-dance, skit, Mime and quiz and the participation of students in various club activities, community activities help in active learning.

Internship/School Experience

The practice teaching is taken in the recognized schools approved by state/institution boards for a period of 40 days inclusive of teaching of both the optional. UG students undergo teaching practice at upper elementary level (VI to VIII) for all subjects and at secondary level classes (i.e) standard IX and X. for the relevant subject studied at the UG level. All post graduate students undergo teaching practice at secondary and higher secondary levels.

The practical components include:

- ➢ Observation

- ➢ Demonstration

- ➢ Teaching skills development

- ➢ School-based internship/teaching practice.

Practicum: A well equipped language laboratory, Psychology laboratory, Physical science laboratory, Mathematics laboratory, Educational Technology laboratory is maintained in the institution. Students engage in the practical sessions in respective labs; the practical sessions are mostly aimed at utilizing labs to develop knowledge of teaching subjects/methods. Guidance is offered in doing practicum. Novelty and innovation is encouraged.

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

Learning is made student centered by the teachers who enlighten them on the prescribed syllabus and give them a wide perspective of the subjects through a series of lectures. Students are given responsibilities and are given wide exposure in participatory learning activities through Assembly, Micro teaching, Macro teaching , Demonstration classes, Simulation lessons, Seminar, Workshops, Cultural activities, Camp activities, Community activities and Celebrations.

Student centered learning is the pivotal point of the teaching learning activities of the institution. To make learning active and student centered, students are divided into small groups and the constructivist mode of teaching is practised. Various techniques are adopted for ensuring participatory and student centered learning. Group techniques such as brain storming, buzz session, and learner centered methods such as discussion, project method, dialogue method, and problem solving method, individual assignments, and experiential learning strategies, co-operative and collaborative learning strategies are in vogue as a matter of course.

Some of the student centered learning practices are

- Individual interaction and guidelines
- Encouraging to raise questions in the class
- Lecture cum discussion method
- Brain storming, co-operative learning
- Small group discussion
- Seminars, projects
- PPT presentations by students
- Tests

- Self-note preparation
- Practice in using new technology
- Correlation method
- Exhibitions
- Brain Storming
- Buzz Session
- Seminar presentation
- Assignment
- Project
- Problem solving
- Discussion
- Group work
- Web based learning
- E-learning
- Individualized Laboratory method
- Debate
- Role play
- Co-operative learning
- Collaborative learning
- Demonstration method

As part of the curriculum Citizenship training Camp is arranged every year, where in students are divided into committees to perform different activities as members of Reception Committee, Entertainment Committee, Refreshment Committee and so on. The Student Union council is involved in all the extracurricular activities arranged by the Institution. The Union members and Chairman interact with local authorities and ensure cleanliness in the campus and medical care for the students. All these activities contribute to self management of knowledge and skill development by the students

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

To ensure effective learning the following instructional approaches are used:

➢ The teaching learning process is made interactive and student centered.

➢ Student teachers are given opportunities and freedom thus it becomes student-centered. Activities like projects, symposiums, laboratory based work, audio-visual mode of teaching classes, are arranged to ensure effective learning.

➢ The students get firsthand experience and eco-friendly approach is encouraged.

➢ The instructional approaches followed and experiences provided for ensuring effective learning are:

➢ Inquiry model

➢ Demonstration method

➢ Lecture-cum-demonstration method

➢ Project method

➢ Concept –attainment model

Inquiry Model

Inquiry based teaching approach is followed. Students are allowed to think freely. Self-inquiry through dialogue mode of teaching learning is encouraged. The approach helps them to identify the 'self' within them. This

is ensured in the teaching-learning process itself. They provide effective learning and experience.

Demonstration Method

With the help of real objects, working models and non-working models, the students are trained to give demonstrations in their relevant subjects, thus ensuring experience and effective learning.

Lecture-Cum-Demonstration Method

With the help of real objects, working models and non-working models, the students are trained to give lecture-cum-demonstrations in their relevant subject, thus ensuring experience and effective learning.

Project Method

The students are encouraged to take-up a topic and trained to prepare a project report by following the stages like identification of a problem, collection of data, interpretation, recommendations and conclusions.

Concept-Attainment Model

Concept formation approach is unique in our institution. Students grasp abstract things easily through this approach. Mind mapping is used to understand the concepts of a given subject. The students are trained to prepare various types of mind-mapping to understand the concept in a better way.

The subjects like Psychology, Mathematics, Educational technology, Languages, Social science, Geography, Natural sciences like, Botany, Zoology, Chemistry and Physics and Educational Psychology and Philosophy of Education are taught with relevant teaching aids like Charts, CDs, Flash cards, Language Laboratory devices, First Aid Chart, Health care series, Food and Nutrients and Yoga Charts. Particularly in natural sciences the teacher trainees teach with the relevant charts and exhibits like cell-structure and structural and functional charts and models of DNA and RNA in order to

improve the understanding of the student-teachers. This is achieved through individual practical approach where the students handle things and develop a scientific attitude. Thus the scientific concepts are made easy for them.

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

Yes. The institution has a provision for additional training in models of teaching. For models of teaching are really models of learning as they facilitate comprehension and easy learning. The students are taught to use concept attainment model and inquiry training model that helps students acquire information, ideas, skills, values, and ways of thinking and means of expressing themselves.

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

Micro teaching: Microteaching sessions contribute to the multi skill development in teaching of the student teachers. The students are given training in the different skills involved in teaching by giving demonstration (by experienced faculty members in the following skills) .During microteaching sessions the trainees practice the following skills repeatedly for a week.

Skill of questioning
Skill of stimulus variation
Skill of using the blackboard
Skill of explanation
Skill of introduction
Skill of reinforcement
Skill of illustrating with examples

Skill of probing questions

Skill of achieving closure

After the demonstration of each skill by the faculty during microteaching sessions, each student teacher has to take five micro-teaching lessons in at least four major skills and a link lesson in a simulated set up. The trainee teaches, re-plans and then teaches again till he masters the skills. The classes are recorded with the help of video cameras and the lesson plans are entered in the Micro-teaching records.

> Skill of stimulus variation
> Skill of questioning
> Skill of reinforcement
> Skill of using black board
> Skill of explanation

Link Lesson is also practised for twenty minutes, for each skill two episodes are written of which one is the model episode, which is shown and corrected by the Teacher Educator.

The micro-teaching skills are evaluated by the teacher educator and the peer group with the help of the Evaluation Proforma prepared by the faculty of the college. This evaluation proforma is prepared during the academic discussions of the faculty in various seminars on micro- teaching. Every year the faculty sits together and discusses the effective conduct of the micro-teaching practices in the institution. The classes are recorded and replayed and evaluated. The feedback is given accordingly. Based on this, suggestions are given for the effective use of the teaching skill in the link practice lessons and macro teaching sessions. This practice helps the trainees to implement the teaching skills in their respective classe

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

The Process Of Practice Teaching

➢ Each student prepares one lesson plan per day for each of the lesson per optional and completes 40 lesson plans for 40 days(20 lesson plans per optional).

➢ Relevant Instructional Aids such as static models, working models, charts and improvised apparatus relevant to the lesson plans are prepared by the student teachers.

➢ The teacher educators observe one period of teaching when they go to practice teaching schools for observation and guidance (for each student).

➢ Every day the student observes the one period of teaching of his own peers for 10 days

➢ The guide teachers (school teachers) observe one period of teaching of every allotted student for 40 days.

➢ During macro teaching practice the teacher educators of respective optional subjects, visit the schools on rotation basis.

➢ Lesson Plans are scrutinized and ideas for improvement given. Twenty Lesson plans per optional is compulsory; Students prepare their lesson plan and teaching aids for teaching effectively.

➢ Discussions are held with the Guide teacher and Head master of the respective schools. Evaluation Sheets are given to the Guide teacher to give marks for minimum 20 Lessons.

➤ During observation classes, the peer group teaching is observed and recorded, minimum five classes are observed, and all the twenty Lesson Plans are corrected as and when the students teach in their assigned schools.

➤ Feedback questionnaires on teaching, punctuality and class management are collected from the headmasters and the guide teachers of the practice teaching schools.

Thus the processes of practice teaching is well planned and well executed for the betterment of student-teachers.

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

The practice teaching is taken in recognized schools (Govt, Govt. Aided & Corporation) approved by the State board for a period of 40 days inclusive of teaching of both the optional subjects. UG students undergo teaching practice at upper elementary level (VI to VIII) for all subjects and at secondary level classes (i.e.) Standard IX and X for the relevant subject studied at the UG level. All post graduate students undergo training at secondary and higher secondary levels. Every year Government, Government Aided and Corporation Schools from Chennai, Kanchipuram districts are selected for Teaching Practice .Then prior permission is obtained from the Heads of the schools.

Arrangements for the Teaching Practice are done as follows:

➤ Permission is sought from Chief Educational Officer/Educational Officers

➤ Permission is sought and list of students approved by Principals/Heads of schools

➤ Teaching practice – 35 days

➤ Observation – 5 days

- ➢ Faculty visit to different schools
- ➢ Getting feedback from schools
- ➢ Submission of records/files for practical examination.

The Process Of Practice Teaching:

- ➢ After getting permission from the Chief Education Officer, Education officer and Chennai Corporation Commissioner, the students meet the Headmaster with the list of students and a copy of permission orders from the concerned authority.

- ➢ Based on the request of the Head masters and the demand for teacher trainees for the subjects to be handled, the students are allotted schools.

- ➢ The Model Higher Sec. School and Chennai Higher Sec. School, West Saidapet is given first preference and 30% of the students are given permission to do Teaching Practice in these schools.

- ➢ Each student prepares one lesson plan (lessons divided into units) per day for each optional and completes 40 lesson plans for 40 days (20 per optional).

- ➢ Each student observes one period of teaching per day for the first 5 days.

- ➢ The teacher educators observe one period of teaching for five days a week when they go for observation and guidance (for each student).

- ➢ Each teacher trainee has to conduct a case study of an exceptional child in his class during the training period at school.

- ➢ The guide teachers (school teachers) observe one period of teaching per day for every allotted student for 40 days.

➢ Feedback questionnaires on teaching, punctuality and class management are collected from the headmasters and the guide teachers.

➢ Evaluation reports per lesson for each student are collected to monitor and guide the student teachers.

Monitoring of lesson plans

The student teachers have to prepare detailed lesson plans and submit them to the teacher educator for modifications. Teacher educators carefully guide them in their preliminary preparation. Teaching aids which are to be used in the schools are also scrutinised by the teacher educators. The concerned subject teachers in the schools also check the lesson plans and the teaching aids prepared by the teacher trainees before they go to class. In the practice teaching schools, each student teacher, besides taking a minimum of twenty lessons in the concerned subject, has to take one class in Health Education, and three in Value Education/Moral Education.

During the practice teaching session, the teacher educator provides feedback to the trainees immediately after the observation of each class. The faculty members also give necessary feedback to each student after observing their classes. In addition to this, the Guide teachers at school provide the necessary guidance and feedback to the teacher trainees.

As part of the Practice teaching programme the teacher trainees participate in all the activities of the schools like morning assembly, co-curricular activities of the school, sports and games, and involve themselves in the organization of different activities, class charge for supervised study, value education classes, moral education classes, conducting diagnostic tests, remedial teaching, child study, action research, etc. and provide personal guidance and counseling. They learn the pattern of organization of the practice teaching school (Time table, coordination etc.). The teacher trainees involve themselves in the organization of arts and sports programmes, organisation of

the school library, various clubs, PTA meetings, preparation of manuscripts and newsletter, etc. apart from their academic teaching sessions. The student teachers who are trained in the use of various modern technological equipment avail of whatever technological equipment are available at the practice teaching schools.

Thus the process of practice teaching is well planned and well executed in schools for a continuous period of 40 working days inclusive of teaching of both the optional.

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

Practice Teaching in schools

Yes, Practice teaching in schools is a systematically planned and well arranged programme. The practice teaching plan is developed in cooperation with the school authorities and mentor teachers. The feedback given by the guide teachers, heads of the school and teacher educators of the previous years is analysed and changes are incorporated in planning.

School teachers are involved in observing the teaching sessions of the trainees. Based on their criticism and valuable suggestions the Teacher Educators mould the student teachers on the first day of observation. The Teacher Educators meet the school staff and together allot the time table, classes, subject portions etc.

The faculty members in charge of teaching practice personally visit the practice teaching schools and make arrangement for the programme. The practice teaching programme is planned in accordance with the college and university calendar, and the calendar and time table of the practicing schools. After getting the permission from the Heads of the practicing schools, the student teachers are given orientation and sent to the respective schools for collecting the time table and the syllabus they have to complete.

Practice teaching sessions

We follow the following procedures in practice teaching sessions.

Generally practice teaching is taken in the recognized schools approved by State board for a period of 40 days inclusive of both the optional subjects. UG students undergo teaching practice at upper elementary level (VI to VIII) for all subjects and at secondary level classes (i.e) Standard IX and X. All post graduate students undertake practice teaching at secondary and higher secondary levels. The schools are selected with the prior permission of Chief Educational Officer of Kanchipuram, Chennai and from Educational Officer for selected corporation schools.

➢ The student-teacher optional I/II lists are prepared.

➢ The residential address of student-teachers is considered for allotment.

➢ The schools are selected on the basis of optional at UG and PG level.

➢ Then the headmasters are contacted for prior permission for observation classes.

➢ The guide-teachers are selected and the students allotted as per the request of the Heads of the institutions.

➢ Practice teaching is for 40 days (including observation for five days)

➢ Frequent visits by faculty members to support and help the student-teachers.

➢ Daily observation and evaluation by guide-teachers

➢ Getting feedback from the school-teachers and heads of the institutions.

➢ Submission of records / files for practical examination.

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

We prepare the student-teachers for managing the diverse learning needs of students in schools through the following activities:

➢ Assembly encourages self-expression, punctuality, discipline and confidence leading to class control in schools. They learn to give input from various scriptures for inculcating values.

➢ The knowledge and skills obtained through special lectures help the student-teachers for effective class management and for personality development of the school students.

➢ Micro-teaching and macro-teaching help them teach effectively.

➢ The student teachers are trained to administer diagnostic tests, based on that remedial teaching is given to the average and slow learners. The slow learners are given coaching classes etc.

➢ The student teachers are advised to encourage bright students to participate in Quiz, Projects, Workshops etc., and also by giving worksheets of a higher standard to further enhance their knowledge.

➢ Action research, case study, helps the student teachers do remedial work, in schools.

➢ The psychology experiments taught helps the student-teachers pedagogy.

➢ Various core subjects like challenges in education, psychology and management help the student-trainees know the difficulties and the psychological base to manage them in schools.

➢ Through elective subjects like environmental education and human rights; the students become eco friendly.

➢ Through guidance and counseling, the student-teachers can give effective guidance and counseling to school students.

➢ Through computers in education exposure to the idea of smart classes is given to the student-teachers.

➢ Through physical and health education, school students can be guided for proper medical check-up and follow-up.

➢ Through various methods like ABL (Active based learning methods), ALM (Active learning methods) and innovative strategies, the student teachers, can make their classes interesting and effective.

➢ The student-teachers are encouraged to make working and non-working models for effective teaching in schools.

➢ The multimedia package and web analysis help them deliver their subjects effectively.

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

The major initiatives for encouraging student teachers to use / adopt technology in practice teaching are as follows:

➢ Macro-teaching practice is done at the institution by making the students teach with at least two instructional aids under the supervision of the faculty.

➢ The students are instructed and encouraged to prepare teaching aids or instructional aids for optional I and II when they go for practice teaching.

➢ SUPW and craft classes make the student-teachers aware of different types of teaching aids.

> Through computers in education (core and optional) the student-teachers learn the latest trends in teaching (Information and communication Technology) in Education.

> The instructional material file prepared for optional I and optional II and submitted for practicum show the major initiatives taken by student teachers to use technology in practice teaching.

> The student teachers are encouraged to use new modern technology while teaching in the class room. They are encouraged to prepare power point slides, take Laptops to the schools quoting website addresses to the school students for reference, preparation of OHP slides CDs etc. (provided the technological resources are available in the schools).

2.4   Teacher Quality

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

Yes, at first the headmaster, school teachers are requested to give their requirement of student teachers (subject educational qualification) their expectations, their plan of action, their rules and regulations.

After getting permission the student teachers are apprised of their Teaching Practice schedule. During observation, the students visit the school staff members who communicate their schedule, calendar etc.

Based on that the student teachers are asked to do teaching practice, Science, English and Maths student teachers are in great demand in the schools hence practice teaching plans are carried out accordingly.

Workshops are conducted on preparation of teaching learning materials every year by experts for Arts and Science optional separately.

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

The ratio of student teachers in identifying practice teaching schools varies from school to school on the basis of the recommendation of the heads of the departments of different optionals taking into consideration the following:

➤   Based on the availability of the guide teachers in the respective schools.

➤   Strength of the school

➤   Secondary / Higher secondary school.

➤   boys / girls / co-education schools

➤   affiliated /management school

➤   Residence of the trainees

➤   The VH and PH students are placed in the Model higher Sec. School in IASE campus

➤   Day scholars are given preference to go to schools near their place of stay.

➤   Minimum two students per subject in schools

➤   At least two P.G students for each subject per school are allotted.

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

The following feedback measures are adopted:

➤   Feed back during micro teaching with observation schedules.

➢ observation during school visits by the teacher educators

➢ feedback on lesson plan, preparation of teaching aids, curriculum

➢ feedback given before practical examination for taking classes before examiners

➢ feedback on Teaching practice using evaluation sheets

➢ feedback from the Head master and the Guide teachers on the performance of the students with respect to code of conduct, teaching competency, and content knowledge.

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

Student teachers are allowed to do teaching practice only at Government, Corporation and Government Aided schools. Hence the policy directions of the schools are as per the norms of the Tamil Nadu State, Dept of School Education and the student teachers are apprised of these norms through dailies and websites.

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

➢ The faculty and the trainees attend seminars, conferences both national and international in neighbouring Institutions and Universities.

➢ The Teacher Educators interact with the teaching staff of the Practice Teaching schools and with the input received ensure that the teacher trainees are kept abreast of the recent developments in the teaching methodologies and school subjects

➢ The In service programmes conducted by IASE whenever there is a change effected in the school syllabi enable not only the TGTs and PG

Assistants but also the teaching Faculty Members to benefit from lectures given by Experts and Text book committee Members.

➤ There is interaction and exchange of any input received from these programmes between the Teacher Educators and the trainees.

➤ Apart from this the IQAC organizes valuable lectures to apprise the Faculty and Students of the latest developments in the Teacher Education at all levels.

➤ Further input is ensured by displays on the notice boards, facts acquired by attending in-service and orientation programmes, through journals, periodicals, dailies, media, class discussions.

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

The major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution are

➤ Being a Government institution, permission is accorded and the members of the faculty participate in professional development programmes.

➤ Our college encourages teachers to participate in orientation and refresher courses, workshops, seminars at state, national and international level. The registration fee and traveling expenses are paid by the college with UGC funds when available.

➤ On duty permission is granted to facilitate the staff to attend these programmes.

➢ The faculty are allowed to participate and present papers in UGC sponsored national and international conferences in the country and abroad and due recognition is granted in their performance appraisal.

➢ On duty permission is accorded to the Members of the Faculty to attend orientation, refresher courses, and short term courses in their respective subjects, educational technology, and research methodology, value Education etc.

➢ Promotional policies are as per the prevailing UGC and Government norms. National, State level seminars, Workshops and In-service programmes are conducted as and when funds are available.

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

Since it is a government institution, no mechanism of reward is in vogue. But staff members are encouraged and motivated by the Principal for their best performance in various activities through circulars of appreciation and in the staff and council meetings directly.

2.5 Evaluation Process and Reforms

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

Conducive Environment

The students of Institute of Advanced Study in Education seek admission here out of sheer interest in teaching and hence are very receptive. The classroom climate and the college environment play a major role in learning. The barriers are identified through staff members, student union council, office bearers, through grievance cell mechanism and through feedback forms. If the classroom climate is unhealthy, and the college

environment is rigid they act as barriers. So the environment which is conducive is created by making the students peer-friendly and teacher-friendly. Personal counseling and group counseling help a lot.

Infrastructure

➢ Regarding infrastructure, the demands of the institution have been placed before the Member of the Legislative assembly and the Councilor by inviting them to various functions.

➢ Any physical barriers to teaching – learning process is also informed to PWD through the proper channel.

Access to Technology

➢ Individual attention by the optional-in charge Faculty and total care of the faculty members encouraging the student teachers to use innovative methods of teaching makes the training process meaningful and effective.

➢ Each department has an OHP, LCD, computer which makes learning easy and effective by quick ready reckoner visuals.

Teacher-Quality

➢ The concerned core, elective and optional subjects are taught by qualified teachers.

➢ Frequent interaction with the student-teachers and sudden visits and observation of classes of faculty members during practice teaching ensure effective teaching methods.

➢ The rating about the quality of teaching is obtained through questionnaires.

➤ The self-appraisal of the faculty members also plays a major role in teaching-learning.

➤ Academic problems are settled by the Principal in consultation with the concerned Heads of Departments and the faculty members.

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

Evaluation Process And Reforms

A multi-level and systematic evaluation process is practised in the institution.

➤ Semester system was introduced at B.Ed. level (2006) and M.Ed. level (2006).

➤ In the new curriculum the weightage to external and internal evaluation is 75% and 25% respectively.

Internal Assessment The B.Ed programme carries 25 marks for internal assessment in all three core papers, one elective and two optional subjects. For internal assessment of 25 marks each student is evaluated through assignments, seminars, class tests and model exams

Components	Marks
Assignments	5
Seminar	5
Test	5
Model exam	5
Attendance	5

The marks for internal assessment is calculated by giving weightage to different components.

The teacher educators systematically evaluate the assignments on the bases of punctuality, review, content, conclusion, and references. Seminar is assessed on the bases of innovation of topic, reference, content, conclusion and presentation. As for the evaluation of projects and surveys, punctuality, experimentation, data collection, compilation, involvement, attendance is considered for internal assessment .

A minimum of 75% average attendance for all the courses was needed to appear for the examination (till 2012) but now it is 85%.

The evaluation scheme involves techniques such as assignments, class tests, unit tests, weekly tests, revision, model examinations, practicals and viva-voce examinations. The institution follows a consistent, continuous and comprehensive evaluation procedure to evaluate the achievement of the student teachers and their performance in different areas of study. Assignments/Seminars/Projects related to each paper are given. We assess the teaching competence of the students by observing their performance during the practice teaching session. Evaluation is also done during the peer teaching and simulated teaching sessions.

External Evaluation

The student teachers take theory exams for 75 marks. Each theory course question paper is designed for 3 hours duration which consists of Section A, Section B, Section C with the number of questions and allotments of marks as described below: Section A consists of very short answer type questions. It consists of ten questions, each carries two marks and the maximum word limit for each answer is 50 words. The section B consists of short answer type questions. It consists of six questions, each carries five marks and the maximum word limit for each answer is 200 words. The section

C consists of Essay type questions. It consists of two questions with internal choice. Each carries 15 marks and the maximum word limit is 600 words.

Passing Minimum for Written Examination

A candidate shall be declared to have passed the written examination only if he or she secures not less than 50% in each of the six courses in the external examination in each semester. Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

Practical Examination

A panel consisting of three members (one convener and six members) duly nominated by the Principal and Controller of Examinations examine the teaching competency of each candidate and also his practical work/records.

M.Ed programme

In the M.Ed programme, the academic growth of the student is evaluated through continuous internal assessment and end semester examination. 20% weightage is given for continuous internal assessment and 80% weightage for the end semester examination. In the case of theory courses, the continuous internal assessment will be done by the faculty. For dissertation, marks are allotted both by the internal and external examiner. All the students should appear before the duly constituted board of examination for viva-voce

External evaluation for M.Ed

The M.Ed students take exams conducted by the college for 80 marks. The remaining 20 marks are allotted for assignment, seminar, and class test and model exams**.**

Periodical tests are conducted by the staff members. Internal marks are allotted for two tests and an assignment submission. Model exams are also

conducted for each semester, semester examinations are purely external right from setting of question papers, and evaluation of papers. Supplementary exams are also conducted (only for theory) for absentees and also for the reappearing candidates. External examiners are also invited for supervision of exams as invigilators.

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

The results are published in the website and also displayed in the notice board, evaluation outcomes are communicated to the Board of studies / Academic council. Based on the recommendation / suggestions of these bodies the performances of the students are improved. Highest mark holders in each paper are given certificates on College day.

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

ICT is used in assessment and evaluation processes in the following ways:

- ➢ Internal assessment format
- ➢ Cycle test question papers
- ➢ Model exam question papers
- ➢ Evaluation sheet for records
- ➢ Preparation of mark lists
- ➢ Result sheets

2.6. Best Practices in Teaching -Learning and Evaluation Process

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

Best Practices In Teaching And Learning

Talented students are given additional activities such as; conducting seminars, quiz programmes, social surveys, and literacy classes.

Coaching programmes for TET etc. are conducted every year. Last year 20 of our students cleared NET/SLET, 50 cleared TET.

Teachers use instructional materials and power point presentation for taking classes. LCD projectors, OHP and Interactive Whiteboard are used by our teachers in the teaching learning process.

To make learning active and student centered, students are divided into small groups and the constructivist mode of teaching is practised. Various techniques are adopted for ensuring participatory and student centered learning.

We use small group techniques such as - brain storming, buzz session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments

The B.Ed students are trained in 'Book Reviews'. Every student is trained for reviewing a book (Higher Secondary text book). Language students are trained to write reviews of other books to encourage extensive reading

Significant Innovation in Evaluation:-
Evaluation process and reforms:

➢ Planning of examination schedule, evaluation schedule, moderation

- Schedule, date of result of examination and date of admission for the subsequent academic year is planned well in advance.

- Execution of such advanced planning is done through coordination.

- Out of a panel of five members given by each department head the board of examiners is selected by the Principal and Controller of Examination

- Usually only a sample of 3 or 4 students from each department were selected to take model classes for the practical exams but the last two years all the 235 students are allowed to take model classes before the practical examiners.

- A well planned and executed, secured, transparent, communicative, grievance free examination system.

- Complete secrecy in question paper setting.

- Three sets of question papers are set of which one is selected.

- Question papers are xeroxed in our own machine behind a closed door under the supervision of the Controller of Examinations.

- Question papers are stored in a locked cupboard and sealed in presence of examination committee Chairman and opened half an hour before examination.

- Evaluation of papers by external examiners is done in a secluded place with restricted entry.

- Declaration of results within 5 to 7 days from the last date of examination.

- Issue of mark list at a declared time within two days of declaration of results.

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

During most of the classroom sessions LCDs and OHPs are being used during teaching-learning process. LCD presentations are used during the seminar sessions, research colloquiums and discussions. Website review and evaluation are given as practical components and due weightage is given under the practical component.

PowerPoint presentations in any one of the topics concerned with the major subject is prepared by all the B.Ed., students.

Programmed learning materials are being prepared by every B.Ed., candidate.

Linear programmed material is prepared by every B.Ed., student with Undergraduate degree background. Branched programmed material is prepared by every B.Ed., student with Postgraduate degree background.

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 Teaching Learning and Evaluation and how have they been acted upon?

The main suggestion in previous reaccreditation cycle to evolve a proper scheme of evaluation with introduction of choice based credit system has been realized. Credits have been allotted for units of all the papers.

The recommendation to ensure proper scheme of evaluation to enhance transferability of students from one institution to other within and outside India is being ensured through the choice based credit system to be implemented shortly. The suggestion to strengthen inter institutional linkages

have been strengthened by direct efforts, and the entire faculty members are doctorates and actively engaged in research and development activities and render commendable service in other institutions as University Nominees and by invitation as subject experts. The staff members are on the interview panel of appointments in Aided colleges as University Representatives.

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

➢   Staff development programmes have been initiated through workshops on SPSS packages, writing research proposals and national seminars. The members of the faculty are all active participants in the International, national and State level Conferences, seminars and workshops conducted by Tamil Nadu Open University, Mother Teresa University.

➢   All the staff are well versed in research

➢   Apart from being research guides in various universities they have published books, published articles in research journals

➢   The faculty members are resource persons in various forums, seminars / conferences at national, international and regional level.

➢   The above mentioned experiences cannot but enrich the atmosphere of dialogue and discovery existing between the teacher and the taught in this age old prestigious institution thereby enhancing and sustaining quality.