

## Criterion VII

### Innovative Practices

#### **7.1 Internal Quality Assurance System**

##### **7.1.1. Has the institution established Internal Quality assurance Cell(IQAC)?**

If yes, give its year of establishment, composition and major activities undertaken.

Yes, our institution has established IQAC.

Year of establishment August 2005

Composition

Members :

1. Principal as President.
2. Senior most Professor- Coordinator
3. Five Professors
4. Student Council Chairman
5. Office Superintendent.

#### **Major Activities**

IQAC ensures, assesses and advises maintenance of quality and consistency of the various activities arranged by the institution. The plan of action is chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year. The Academic Calendar for every year is planned in August in the meeting of the Course

Coordination Committee with the Principal as its Chairperson. To empower and enrich our trainees and teachers a number of programmes and activities are carefully planned and executed along with usual activities of our institution. Several functions are organised during the year to develop and empower the trainees and to enhance qualities of co-operation, camaraderie, self-confidence, and aesthetic sense.

Break-up of the number of working days is as follows:-

B.Ed. Course

Session Admissions

Pre- practice preparation days

Practice teaching & Internship days

Days for seminars ,workshops & co- curricular Activities

Two internal tests and six days of Model Exam

Semester Exam days

Class teaching days

#### **7.1.2. Describe the mechanism used by the institution to evaluate the quality of its academic programmes?**

To evaluate the achievement of goals and objectives the following mechanisms are adopted.

- Quality oriented training programme is given based on the feedback received.
- Value based education, Human rights education, Disaster management on global issues are imparted to the student teachers and feedback received. Suggestions given by students are given serious consideration..
- Student teachers are acquainted with the latest technologies in teaching and learning methods and the quality of the same assessed with expert advice.

- Careful monitoring and competent guidance is given by well talented teacher educators to develop research projects, colloquiums and workshops .
- This affords opportunity for on the spot quality assessment.
- Through IQAC different extension activities are arranged to enable the student teachers to acquaint themselves in recent techniques which enhance quality in the academic programmes and the same evaluated with the feedback received.

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

#### **Innovation in curricular design and transaction**

It is the aim of the institution that the students who take their training here become exceptional teachers/facilitators of learning who will accompany their young learners on their journey to becoming noble citizens. The college offers comprehensive training that ensures intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual wellbeing and growth. At the outset, the faculty members prepare course outlines with specific objectives for the first semester followed by the same for the second semester. All the teachers, through class tests and semester exams performance, keep an eye on successive academic progress of the students.

The well planned syllabi incorporating global trends with knowledge enrichment sessions through orientation programmes and carefully monitored IQAC organized programmes ranging from lectures by renowned psychiatrists/psychologists to experts from other areas ensure the quality of the academic programmes.

## **Inter-disciplinary programmes**

The nature of curriculum design is interdisciplinary and multi-disciplinary. The students study two school subjects other than the core papers of Education. Relationship between and among different subjects are emphasized.

The students' entry knowledge and skills are not formally assessed but attempt is made to know the existing knowledge and skills through interaction with them in the classroom. Language teachers formally assess the entry level of the students, which they use for remedial and advanced level teaching. The psychology teacher assesses the students' level of aspiration, achievement motivation, teacher effectiveness and personality types through psychological tests and tools and the results are used for personal and academic guidance by the faculty. Together with these tests the students are continually tests and evaluated in the form of content tests in method subjects and theory subjects. The scores of the first semester tests and semester examinations, internal tests are used for remedial teaching and academic guidance as all the students are above average with mild problems in language skills. Thus there is ample opportunity provided for the holistic growth of the total individuality- cognitive, psychomotor and affective.

The proof of the pudding is in the eating so to speak and thus the quality can be assessed through the best and outstanding performance of our students in not only the academic examinations but also in competitive examinations like TET, CET, TRB, PG TRB, NET, SLET etc..

Further the feedback obtained from the Headmasters, guide teachers and school teachers regarding the sound knowledge of our student teachers in their subjects is a proof of their excellence.

Feedback obtained from the stakeholders, public on the performance of the Alumni students reflects the quality and teaching progress of the institution. The appreciation of the examiners on the teaching competency of our student teachers during practical examination in the institution is another feather in the “cap of distinction” of the institution.

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

Quality of the administration is ensured based on the following criteria. College administration is the sole responsibility of the Principal with the support of the College Council. The College council with the Principal as the Chairperson and the HODs of various departments, Librarian and Physical Education Director, as members decides on the various administrative issues. The office superintendent and office staff is also consulted regarding various administrative and financial aspects concerning the institution. Financial matters are dealt with by the various committees consisting of senior staff members with the Principal as the Head. Allotment of State funds and UGC funds are distributed to various departments as per the requirement of the department.

UGC committee : deals with the fund allocated by the UGC.

OSA Committee : deals with OSA fund collected from the students.

PTA Committee : deals with the PTA fund collected from the students.

#### **7.1.5. How does the institution identify and share good practices with various constituents of the institution?**

The academic transactions which have proved interesting and fruitful in the various departments are immediately incorporated for the benefit of the students in other constituents of the institution. The department of Education ensures updating of knowledge, organizes lectures with psychiatrists / psychologists and others for the other constituents of the college as well. Thus every successful endeavour /good practice is identified and shared.

## **7.2 Inclusive Practices**

### **7.2.1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?**

The following are the ways by which the teachers are sensitized to issues of inclusion:

- VH and PH students are given admission as per Tamil Nadu Govt. Norms.
- They are treated on par with the normal students and are given equal opportunities.
- Special care and attention is given specially during the exams. (Scribes are permitted and extra time is given as per the prevailing norms of the university).
- VH and PH students are given priority in the allotment of hostel. During teaching practice school allotment is given as per their requirement as far as possible.
- Ground floor class rooms are preferred for VH and PH candidates.
- In B.Ed & M.Ed in the core paper “Educational Psychology” attention to individual difference is drawn and its importance emphasized.

### **7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

A paper on 'Special Education' in M.Phil was included in the curriculum. Units on 'Special Education' are included in the B.Ed Educational psychology syllabus and M.Ed “Advanced Educational Psychology” syllabus. Special focus is given on special needs of special children in all the core papers.

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

- As part of the B.Ed curriculum Citizenship-Training Camp program is organized in which students are given all round input for holistic department
- Teacher trainees take up adult education program, campus cleaning of neighborhood areas.
- Medical camp, Blood donation camp is also arranged to foster contacts with social service organization.
- The college organizes teaching learning materials exhibition for the students studying in the nearby schools, the models, educational aids prepared by the students are also distributed to the students.
- Students are involved in awareness programmes, disaster management, road safety patrolling and local night patrolling. Special talks are arranged on current issues (globalization, population issues environmental pollution, job opportunities, career development, etc.) to motivate the students to participate in various activities in their career also.
- Awareness is generated among the youth to cast their votes feely and fearlessly one week is observed as Voters awareness Week and several programmes and activities were planned to enlighten the students on the importance of exercising their vote.

## **Healthy Practices**

### **Striking Features Of Iase**

- A pre-planned and published Academic Calendar followed.
- Regularity in inviting applications
- College Assembly (Prayer, Thought for the day, News Reading, National Anthem)
- Continuous evaluation (content test in method subjects, class test / assignments in theory papers/seminars/model exams)
- Conduct of seminars and workshops on relevant topics as and when funds are received from UGC and other statutory bodies
- Individual need-based academic and personal counseling
- Tutorials and remedial classes
- Conduct of Orientation programme, Union Inauguration Day, Sports day, Muthamizh Vizha, College Day, and Valedictory Functions for certificate courses conducted.
- Emphasis on Total Development – Cognitive, Psychomotor and Affective.
- Institutional climate is supportive and warm.
- Psychological Assessment of the student-teachers (Intelligence, Achievement, Motivation and Personality)
- Research oriented faculty
- Student-teachers are oriented towards Action research & Case Study.
- Organisation of Debate, Quiz, , Role Plays, Women's Day and awareness programmes on relevant issues.

- Extension education programmes through In-service Programmes conducted for teachers of different districts with MHRD funds.
- Certificate courses conducted on Communicative English, Yogas and Guest lectures on rampant psychological issues, Voice therapy, Model making.
- Mentoring
- Inter-department competitions in various activities including decoration of bulletin boards, assemblies, sports etc.
- Uninterrupted supply of clean, drinking water and electricity.
- Pollution free environment and 'no plastic zone'.
- Internet Service to staff and students.
- Computerized office and library.
- Video-taping and review of trainees' performance during pre-practice teaching days .
- Punctuality and regularity.
- Excellent percentage of attendance of staff and students.
- Positive influence of student teachers on students of practice-teaching schools.
- Use of modern technology in classroom.
- Feedback about the courses collected from the student teachers are analysed objectively and modifications done .
- Networking, participation and organizing development programmes for teachers, principals and school administrators

- Regular faculty participation in seminars and workshops on topics of importance held at various universities
- Involvement in relief activities in case of natural calamities.
- Achievement oriented climate.
- Loan facility /scholarship scheme.
- Linkage with various national and international bodies like, NCERT, SCERT, NCTE, TRB, TNPSC ,DPI, NGOs
- Good rapport with neighbouring colleges of education and schools.
- A vibrant Alumni Association of the college.
- Well maintained playgrounds and facilities for sports and games.
- Placement Cell
- Website Launched
- Grievance cell for both staff and students in place
- Faculty have their own rooms
- Medical Camps and Blood Donation camps
- Internet, Bank, canteen facilities available
- Regular Council and Staff meetings, different committee meetings, IQAC meetings.
- Suggestion Box and solution to problems
- Students are divided into five groups (40-45 each) for common classes
- Excellent pass percentage in TRB and TET, NET, SLET examinations.

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

During macro teaching practice complete case study on a child from different backgrounds are taken up by the student teachers, follow up activities and remedial measures are also administered. Frequent trips to nearby tribal welfare school to learn about the diverse needs of various children. Awareness of polio prevention, health & hygiene, AIDS awareness, functional use of bio degradable things, right to voting are created by the teacher trainees in the nearby backward areas.

**7.2.5. How does the institution address the special needs of the physically and visually challenged students enrolled in the institution?**

- Ramps are constructed at vantage points.
- Construction of special toilets is underway.
- Special attention in classes is given enabling these students to acquire class notes and study material in Braille form and other needs through the tutorial system.
- Encouragement and special appreciation is given by the Principal and faculty for participation in programmes / cultural activities meant for them.
- These students are encouraged to participate in special sports meet organized for them.

**7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

- Guidance & Counselling is offered to the women scholars doing M.Phil and Ph.D.

- At B.Ed & M.Ed level ours is a purely men's institution so the question of gender difference does not arise.
- There is an emotional conflict box kept in the Principal's room in which the students can express their feelings or conflicts and drop it in that box.

### **7.3 Stakeholder Relationships :**

#### **7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and administrative) to the stake holders?**

The institution maintains a website with the website address [www.iasetamilnadu.org](http://www.iasetamilnadu.org) which is periodically updated and academic performance is updated on it for the stake holders to access information of the institution. Other than the website the institution ensures access to information to stake holders through its office, administrative staff and academic staff members. The various activities are recorded and published in the Annual magazine of our institution which is circulated to all the students and other government colleges. A newsletter furnishing the information is also available. Thus the institution ensures access to information on organization's academic and administrative performance.

#### **7.3.2. How does the institution share and use the information / data on success and failure of various processes , satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement ?**

As this institution is a government institution, transparency, regularity, truthfulness is in the order of work culture. The institution regularly collects feedback from students regarding the academic input, performance of staff members , utility and availability of resource, their satisfaction with the overall performance of the institution . The feedback is thus collected and

made accountable. The information / data on strengths and weakness (areas that need to be viewed upon and areas wherever changes are to be done) are discussed and ideas related to these areas are shared with the students and stakeholders for bringing qualitative change and improvement.

**7.3.3. What are the feedback mechanisms in vogue to collect data from students, professional community , alumni , and other stakeholders on program quality ? How does the institution use the information for quality improvement?**

There are various mechanisms to collect feedback from the students, stakeholders on the performance of the institution (academic and administrative performance). Feedback from the students are collected at the formative periods of the course regarding the curriculum, teaching transactions, use of instructional aids, use of technology, infrastructural resources, sanitation facilities, etc., and these feedback will be discussed for its content and where ever necessary immediate action is taken to overcome the short comings . Whatever programme is conducted immediate feedback is collected from the target group.

Similar process is extended to evaluation of teachers, teachers' review of the performance of the students, institutional evaluation of administration and academic performances through standard feedback forms that are collected and the data therein taken for action and modification. Alumni of this institution represent their concern over syllabus and curriculum change in the Board of studies.

Their feedback on infrastructural and other facilities is viewed as significant and is considered for necessary action. Thus the feedback collected through various sources on institutional performance (administrative and academic) and the short comings are attended to immediately as far as possible and thus through the above methods the institution strives for qualitative progress and improvement.

## **Additional Information to be provided by institutions opting for re-accreditation**

1. How are the core values of NAAC reflected in the various functions of the institution?

An environment of dialogue and discovery is encouraged, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. IASE Research and development code of ethics is built on a foundation of widely shared values.

The core values of NAAC are upheld by the institution in the following ways:

- Contributing to community, social and national development
- Active IQAC fostering global competency among students by carefully planning, monitoring and organizing activities ensuring the overall development of the individual catering to global demand.
- Inculcating moral, social, religious, personal value systems in the teacher trainee.
- Developing national integration and international understanding.
- Promoting the use of technology by incorporating technological aspects of teaching in the syllabus at the B.Ed. M.Ed. and M.Phil. level.
- The curricular aspects are modified to address all the core values of NAAC.