

## **Criterion II: Teaching-Learning and Evaluation**

### **2.1 Admission Process and Student Profile**

- 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?**

The institution formed the admission committee. They framed the format of application form. After the approval of the head of the institution it is given to printing. The application form consists the necessary and sufficient particulars about the applicant. Every year the sale of application started from the month of April. With the application we issued a prospectus or hand book to the student to know about the programmes and the institution. A Register maintained for the application issue register. The filled up application received till the month of July. The receipt of the applications also registered. The Eligibility and criteria for admission followed as per the norms and conditions of TNTEU procedure.

The admission committee scrutinized the received applications. First the eligible candidates are advised to registered their sheets. Then the admission held in the month of August. The allotment of sheets in every major is followed by the conditions are said in the TNTEU norms. Priority to be given to the muslim minority students. Merit students are also considered. All categories of students are given for admission. OC, BC, MBC, BCM, SC/ST are given admission in every year according to the allotment of seats by the Government. Maximum we follow these allocation as we received from the application.

- 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?**

The programmes are advertised in Newspapers, magazines, journals, Cutouts, flex boards, sunshine board and Pamphlets through print and Non print medias.

Every year We took participation in Edu-fair, through that we placed a stall and advertise our programmes. Through advertisement, the students can get the following information

- Location of the institution
- Special features
- courses offered
- eligibility
- availability of transport and hostel facility,etc.

We give prospectus with the application, through this the student can get Additional information of the following and the above said information

- Vision and Mission of the college
- Procedure for admission
- Physical features of the college
- Co-curricular and various club activities with photos
- Transport and hostel facilities
- Articles needed for hostel students
- Fees details

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

The institution formed the admission committee. They downloaded the norms and conditions of admission which are published in Tamilnadu teachers education university website. According to that they scrutinized the received and duly filled up applications. Then the approval of head of the institution, we allotted the seats equitably to all major. If any vacancies are arise in some of the major, we compensates the seats by the admission of other major students.

- 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)**

According to the Vision and Mission of the institution we give priority to the Muslim students in admission. If they economically suffered, we advised them to get sponsorship in some other organizations and we recommended for the scholarship. The list and address of muslim organisations Who are offering scholarship are published in the notice board. To retain them, we apply the B.S.A zakaath fund foundation to get scholarship. If they physically challenged, we gave moral support according to their needs. Economically backward students are considered for fee concession.

- 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.**

Yes. The details about the assessment have been attached.

## **2.2 Catering to Diverse Needs**

- 1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?**

Nature is the teacher as emphasized by the great naturalistic philosopher Rousseau. Based on this our institution is situated in Natural sylvian surroundings. It is the gateway to develop skillful teachers. It has the state of Art buildings and spacious class room, furnished with the needed teaching learning equipments, efficient staff with enjoyable environment occur the overall conducive environment for the student. The following features provided conducive environment for the student

- ✓ A venue for development of inspiring teachers.
- ✓ Good infrastructure
- ✓ Experienced faculties to facilitate in shaping of Teacher Behaviour
- ✓ Computer literacy programme to compete with Technological Revolution

- ✓ Value added courses
- ✓ Language laboratory to train in the global language
- ✓ Yoga and meditation to strengthen the body and mind.
- ✓ Field trips on various disciplines.
- ✓ Fine arts to showcase students talents.
- ✓ Multiple clubs: Literacy, science and Maths clubs, RRC, Nature club, YRC
- ✓ Sharing of Expertise Knowledge.
- ✓ Celebrations of days of Regional, National and International importance.
- ✓ Library with a treasure of good books.
- ✓ Development of outstanding teacher personality
- ✓ Seminars and workshops enhancing metacognition
- ✓ Citizenship training and community development programmes
- ✓ Placement cell.

**2. How does the institution cater to the diverse learning needs of the students?**

Catering to the needs of the glowing diverse learning needs of the students the college provides all the technically advanced environment.

Crescent General store is functioning inside the campus , this facilitates the student to purchase the stationery items, teaching aids and other daily requirements.

Excellent facilities like laundry and Xerox copier are helping the students to satisfy their needs.

Our institution provides formal, academic, technical, professional religious, computer and social education to the students.

The fully equipped library 3896 books covering a variety of publications, opening up a vast world of knowledge to the students.

Learning through experimentation is the best way of education as envisaged by the Pragmatist Jhon Dewey. No course can be considered as complete without including some practical work. With this view, our institution has well equipped laboratories and works under the principle of learning by doing. There are separate labs for physics, chemistry, biology, psychology. The computer lab is fully equipped with multi media packages. The ET lab vitalizes the learning experiences. Students are nourished in communication skills by means of language lab. The use of electro mechanical devices serves as a source for practice learning and speaking. Extra slow learners are also given care to fulfill their requirements.

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

To give a practical knowledge of understanding the Role of diversity and equity the student teachers are given observatory classes in the near by schools and provide with the chance of visiting the schools of special children and are taken on various field trips to be aware of differences in social , racial and economic discrimination of the individuals and their children. And the institution conducted many more activities to the student teachers as mentioned in the criteria II 2.2. ( Q. No. 1)

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

The appointment committee selects the teacher educators on the basis of their qualification, specialization, teaching experience, and communicative skill. Oral interview and written test are also conducted to test their knowledge. The appointed teacher educators are additionally trained up by participating seminars and workshop both inside and outside the campus. Every year we conduct phonetics and communicative English classes to improve their communication skill. The active participation of teacher educators in various activities shows their knowledge in various fields. Extra curricular and co curricular activities are conducted to enhance the diverse student needs. Every committee consists of teacher educators and students as members. Science club, language club, maths club activities are organized by the teacher educators. The student teacher efficiency are evaluated by collecting the Feedback. Performance appraisal report is also maintained.

**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?**

We insist each student to participate in prayer activity. The prayer activity consist the news reading in tamil and English, Thirukural recitation, thought for the day, speech on particular topic, know your fact, quiz, etc. through this the students are used the resources of library and they can develop the communication skill. The student council is formed by the election committee. The elected student council members are develop their leadership and management quality in the classroom situations. The students are taken to field trip on various disciplines. Computer courses are conducuted to compete the student with technical revolution. Fine arts competition is the showcase of students talents. Every student can develop

their skill in various fields by the participation of Multiple club: literacy, science, and Maths clubs, RRC, Nature club, YRC activities. Celebrations of days of Regional, National, and International importance. Seminars and workshops are conducted to enhance the student cognitive development. Citizenship camp the socio cultural values are developed to the students. Micro Teaching practices is given and student child psychology is also taught to develop the teaching skills and from the effective classroom management.

### **2.3 Teaching-Learning Process**

- 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-playing, internships, practicum, etc.)**

To provide first hand active learning the students gave free access to the library. Enormous collection of books, Research journals and science magazines are the peculiar features of library. The students can develop their soft skills through the well equipped computer lab. A special scheme for internet connection NMEICT VPNoBB project to educational institutions is also adapted and we obtained 8 connections from the BSNL. The student can use the internet facility to complete their assignment, projects and seminar works. Psychology is the study of behavioural science, mind and innate characters. The psychology lab enables our student teachers to scale the IQ and various capabilities of pupils by means of various self testing devices and group experiments. There are separate laboratories for biological and physical science. Each student is given the chance of participating and conducting the seminars as well. The importance of the education oriented web sites are addressed to the students. By using the multi media packages

students practices in the video conferencing. Work while you work and play while you play. This is the way to be happy and gay. With this aim the recreational room is functioning in this institution, which is equip with a home theatre and indoor games like carom and chess. Subject wise field trips are arranged to the students to get first hand information. Practice teaching gives a lot about teaching experiences.

**2. How is 'learning' 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?**

Opportunities were provided to our students from various fronts.

Seminars and work-shops were conducted to enrich the academic knowledge of our students.

Students were sent to other colleges to participate on academic oriented seminars for widening of their knowledge.

Various methods of teaching are adopted by the institution like assignment method, project method, group discussion, team teaching, seminar method, the learning made student centered.

Working in association with the community is an integral part of the educational programme in this situation. This leads to sociability, dignity of labour, cooperation, team spirit, sharing and thus results in all round personality development of the individuals.

All the socio, cultural and moral values were build by conducting citizenship camp to the students. Student centered methods like co-operative learning, communicative approach, programme learning are adopted.



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

We adopt the Advance organizer model. For presentation of material this Innovative teaching aids like OHP, power point presentation , smart boards , dash boards, on line access are made us, for the effective teaching learning process. 3D models are also used .

**Reference: Creteria I - 1.5 Best practices. Question No. 2**

- 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.**

The two staff members of our college Ms. H. Bobby and Ms. V. Geetha attended the workshop on “Models of Teaching” in St. Charles college of education. Based on that we will train our future student teachers and practice it in their internship.

**5. Does 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.**

Yes. The student teachers are given training in micro teaching. The following skill are practiced.

1. Skill of stimulus variation
2. skill of Re-inforcement
3. Skill of Introducing the lesson
4. Skill of closure of the lesson.
5. skill of probing questions.
6. skill of questioning.
7. skill of demonstration
8. skill of explaining
9. skill of black board usage.
10. skill of communication
11. Link lesson

All the above skills are trained by the teacher educators and model lesson is also given for them. 7 lessons are prepared by each student to get more training in teaching. At the end link practice is done by every student.

**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.)**

Our institution has linkages the schools near by the institution. Our faculties visit the practice teaching schools prior to the commencement of practice teaching to get permission from the heads of the institution. They discuss about the number of practicing days and number of students for each school. The consent letter received from the heads is produced to the CEO office at Madurai district for CEO order. A copy of the CEO order is enclosed with the list of students allotted to the schools and submitted to the heads of the practice teaching schools. Prior to practice teaching students are taken to the respective practicing school to get the class allotted for them, syllabus and time table. This leads them to prepare the lesson plans and teaching aids well in advance. Duty allotment for teacher educators to visit the schools during the internship. They provide needed guidance to the students and also interact with the mentor about the performance of the student teacher.

Daily Students are preparing two lesson plans, one for major subject and one from Language . Daily lesson plans are corrected and classes are observed by Teacher Educators which will be followed by the mentors. During the observation time teacher educators and mentors give the feedback to the student teachers then and there '5 scale monitoring mechanisms of feed back forms are used. 5 lessons are mentioned by teacher educators two by the peer and 13 lessons are monitored by the school teachers. Hostel students are taken to the respective school by the institution vehicle.

**7. Describe the process of Block Teaching/ Internship of students in vogue.**

The student teachers goes to internship every year in the near by schools for 40 days in every year. In that period they finished their practice teaching.

**Reference Question No. 6 - criteriaII - 2.3**

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

Prior to practice teaching the mentor teachers meet the school staff to receive the syllabus and time table. They introduce the student teachers to guide teachers. Initial of the practice teaching, the first two days the mentor guides the student to observe the guide teacher's class. The guide teacher and mentor staff has made the good relationship to guide the students in teaching practice. Every day lesson plan is corrected by both guide teacher and mentor teacher.

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

The student teachers are instructed to manage the diverse learning needs of the students as follows.

- a. Introduction of charts, flashcards.
- b. uses of dictionaries and thesaurus
- c. working and non-working models
- d. classification of students into various groups and given them skill based and Task oriented exercise based as per their abilities.
- e. group discussions conducting of science and language exhibition.
- f. Adopting various methods of teaching.
- g. Implementing remedial teaching.

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

The institute gives first hand information for the student teachers given to use the technical aids. The latest methodologies are introduced through specialists from various fields of teaching learning process with their

seminars, guidance and counseling session journals and magazines are issued to the students for enhancing their updation and innovations. Which help them in use of their actual class room situations.

## **2.4 Teacher Quality**

### **1. 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 and the practice teaching school is 15:7 approximately. On the basis of high and higher secondary needs of the school and directions of the heads of schools concerned the students. The students are given freedom to select their schools which is near by their residence.

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

The teacher educators are giving feedback by evaluating their test papers, assignments, seminars, and all other academic activities. So that they can improve themselves. The performance of students is brought to the notice of parents through SMS, e-mail, and postal services. The marks are communicated to the students in classroom. The teacher educator are advised the students how to improve their performance. Our institution maintains a major wise Register of students' performance in unit tests. The achievement of the wards is reported to their parents by sending the marks through postal service. The parents of low achieves were called to meet the Principal. The student's performance and the area of weakness is discussed with their parents in the presence of the concerned faculty. One month before the commencement of university examination we

advice the parents of low achievers to admit them in the college hostel and special study hours are arranged for them. The improvement of their wards is reported to the parents.

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

The student teachers are given the hot information to be aware of the latest educational policies, the amendments in the rules and regulation and invention and innovation pertaining to the academic field are handed over to the student teacher dailies , journals magazines of state and central government both in hard and soft copies.

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

In the demonstration class, we conveyed the recent development and adopting the recent method of teaching we demonstrate one class. For example the active learning method of ABL and ALM are demonstrated to the students. The curriculum changes are also conveyed to students in the class rooms and the recent education oriented news are also conveyed through notice boards also. The New syllabus school books are purchased and equipped in the library for both student teachers and teacher educators reference.

**5. 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 institution organized many seminars, workshops, trainings for the professional development of the faculty. ( List enclosed).

We also provided the Registration fees , TA and DA to the staff who are going to participate the workshops, seminars outside the campus. We also grant permission in the working days to the faculty who are doing Ph.D.,. We provide Provident fund share to the staff after the probation period of 2 years. The salary increment provided to every year. The salary revised to the faculty who are completing their 5 years service in this institution.

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

The institution gives the cash rewards to staff members for their good performance.

## **2.5 Evaluation Process and Reforms**

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

The institution conducts 3 unit tests, 2 revision exam and one model exam to assess the students scholastic achievement. Unit tests are

conducted in the months of Dec, February and April in every year. The revision and model exam are conducted in the month of last week of April and May. The above said examinations are conducted to evaluate their internal assessment. The Practical exam are conducted by the University. In last the University examination will be held in the month of May/June .

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

The answer papers of every unit test evaluated by the faculty. The performance of students is brought to the notice of parents through SMS, e-mail, and postal services. The marks are communicated to the students in classroom. The teacher educator are advised the students how to improve their performance. Our institution maintains a major wise Register of students' performance in unit tests. The achievement of the wards is reported to their parents by sending the marks through postal service. The parents of low achieves were called to meet the Principal. The student's performance and the area of weakness is discussed with their parents in the presence of the concerned faculty. One month before the commencement of university examination we advice the parents of low achievers to put them in the college hostel and special study hours are arranged for them. The improvement of their wards is reported to the parents.

**3. How is ICT used in assessment and evaluation processes?**

The TNTEU question papers of the previous exmination are downloaded from the website of [www.tnteu.in](http://www.tnteu.in) . From this reference the teacher



educators prepare their question papers and all the question papers are computerized by them.

After the evaluation of answer sheets the marks are also recorded in both hard and soft copies. From the soft copies the marks are printed in the postal letters and it is sent to parents.

## **2.6 Best Practices in Teaching -Learning and Evaluation Process**

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

Technology revolutionizes education too. The future schools without smart class rooms is a question. We offer need based computer course both in basic and advance level. And the following innovative methods are handled in teaching and learning

- Team Teaching
- Collaborative learning
- Technology based learning
- Theatre pedagogy: Students are trained by which they learn many class -room tactics of actively involving students in teaching learning process. Classrooms are made vital and active by more physical participation of students. This method of teaching - learning is given to student teachers by the collaboration with the resource persons of Nigazh drama group.
  
- Spot Evaluation
- On-demand examination in college level
- Report card sent to parents in every unit test to yield the better performance of students.

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

The institution is equipped with 16 computers with internet connectivity. All the student teachers were trained in operating computers. We offer computer training to the student teachers in order to develop computer skill.

The students were skillfully trained in basic computer operation and also preparation of CAI packages. By this students are capable of preparing multimedia packages for seminar presentation and also teaching learning material.

The educational technology lab has a computer with LCD projector. By using this lab we conduct many demonstration class and Micro teaching classes. A video showing teaching aids is played to students well in advance before the commencement of practice teaching. This enables them to gain idea about preparation of different types of teaching learning materials. Many core papers and methodology subjects are taught by using the LCD projectors as power point presentation.

The student teachers are allowed to type their question papers using computer lab during practice teaching for evaluating the performance of students. They can download flow charts, pictures, diagrams etc., for classroom teaching during the internship programme.

The psychometry lab enables our students to scale the IQ and various capabilities of pupils by means of various self testing devices and group experiments. The quality of science education would depend upon the facilities available in learning of science. There are separate laboratories for Biological and physical sciences.

The communicative English and phonetics are taught through the language lab. We have collections of educational CD's relevant to school curriculum on various subjects. The teacher educators use it for demonstrating classes and also motivate students to utilize it for teaching.

A well equipped seminar hall is used for conducting workshops, seminars, cultural activities and celebrations and camp activities.

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