Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 99.4

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 25.43

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
107	130	67	69	72

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

There are many ways to assess the learning levels of the students by the Institute at the time of commencement of the programme, students enrolled are categorised as slow and advance learners on their entrance test conducted by the department. Special coaching classes are conducted for the slow learners and their performance is evaluated from time to time.

Periodic Assessment provides Institutes with up to date information about what each student knows and can do so that teachers can target teaching to the learning needs of every child and helps to keep track on students for success.

a.　　　The Institute offers several types of periodic assessment for grades in all the classes.

b.　　　 The Institute chooses the combination of assessments that meet their needs. They can also make their own assessments.

c.　　　Student learning is measured through periodic assessment as slow learners and advance learners.

d.　　　Institute organises orientation programmes for both types of learner at the Institute level.

　　　　The Institute provides for one – one interaction between teachers and students

a.　　　 Various workshops and seminar are conducted which provides scope for all types of learners to come out with their problems and discuss with the teachers and other Head of the departments.

b.　　　Interaction helps the teachers to monitor, prevent and re-direct mis behaviour.

c.　　　 The teachers provide activities and directions so that maximum time can be spent in learning activities

d. The teachers engage students in activities and facilitate activities so that learning opportunities are maximised.

e. One to One interactions provide instructional support to the students which promotes students high order thinking skills.

f. Teachers expand participation and learning through feedback to students .

The Institute provides for remedial classes for struggling learners to shore up their basic skills. This extra support can help them catchup to their peers

a. Remedials programs are designed to close the gap between what a student knows and what he is expected to know.

b. These classes often target reading or maths skills.

c. In many cases students are removed from their regular class rooms and taught in another setting.

d. Many students require extra help remedial programs. For example, there is lot of concern about the reading proficiency gap. Teachers are advised to focus on this shortcoming and impart necessary skills.

e. Students who have gaps in their learning because of frequent absences or attention issues are provided with remedial classes.

Some students who may not progress in remedial programmes they may have learning disability. The Institute provides specialised instructions for such students. Remedial programmes are –

- Research based using proven teaching methods.
- Teach Step by Step without skipping over content.
- Conducted at the student pace.

Offer regular reviews and practices exercises to re enforce learning and practice applying new knowledge.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 21:1

2.2.4.1 **Number of mentors in the Institution**

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The institution shows the use of student centric method in teaching learning to improve critical thinking creativity and problem solving skills among students .

- Case studies are provided and students are asked to prepare projects.
- Projects are done on various subjects for example zoology, biology, political science etc.
- Project methods are commonly used by the teachers as per the requirement.
- The project work gives larger scope to the students to remain active, Co operate and interact with each other and gain self confidence.
- Debate & Group discussion is used to develop creativity and helps in increasing knowledge and to make classroom interaction more effective.
- Lectures are given through PowerPoint presentation by the faculty members.

Experimental learning

- Students are provided to play a role as a teacher, having an experience to teach in classroom at Department level students are also encouraged to organize programs. This type of learning helps students to improve their knowledge, presentation skills and personality development.
- Teaching through demonstrations, visual aids, periodical industrial visits, organising exhibition, presenting papers, analysing case studies and participating and conducting quiz on theory topics .
- The student seminar organised wherein the papers are presented by students on contemporary topics to enrich their learning experience.
- Summer internship projects teach valuable on the job skills and provide excellent networking opportunities to the students.
- The first year students are divided into groups and given with the project to be completed during their summer vacation the final presentation and vice versa is conducted at the end of the third semester and the best projects are awarded.
- Case study analysis and Discussions - the case method is a participatory discussion based way of learning with students gain skills in critical thinking communication and group dynamics.

Participative Learning

- Group discussions, small group exercises, assignments, allocation quizzes, case study projects etc are examples of participative learning.
- Participative learning encourage students to actively involve them in the learning process for example Google Classroom apps are used to teach some subjects, sometime WhatsApp groups

are created for the students to discuss their issues with the teachers concerning their subjects and solve their problems.

Co Curricular Activities

- Workshop and educational tools at district levels are organized.

Students are encouraged to participate in various Co curricular activities which support teaching learning process.

- Learning through extracurricular activities for example special celebrations like teachers day, self discipline day and other cultural programs are organized .
- The students are encouraged to participate in intercollege cultural and sport competitions.

Group Learning Method

- Under group learning heterogeneous group of students comprising fast, average and slow learners are divided into groups of five to 10 members.

Group discussion management games, group projects or assignments are conducted by the MBA Department under group learning method.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 95.28

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2019-20	2018-19	2017-18	2016-17	2015-16
30	26	15	15	15

File Description	Document
Data as per Data Template	

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 168

File Description	Document
Programme wise list of students using ICT support	
Documentary evidence in support of the claim	
Data as per Data Template	

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	
Data as per Data Template	
Any other relevant information	

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

An effective mentoring can have a powerful impact on students during the time they are in college and also when they enter graduate or professional school. Students overall success will be influenced significantly

by the impact of the mentoring relationships with Faculty.

Working in teams.

* The mentor joins the students in unit and lesson planning and carrying out those plans in the classroom, aiming to help the students to understand the knowledge and thinking that informs the planning to guide the students in using effective strategies throughout the planning and teaching process.
* The mentor takes an active role in helping the students to articulate goals for growth and to assess progress in working towards those goals and in return, the intern agrees that it is important to hold goals for one's own growth and tries to set them and involves a mentor in helping to assess growth towards a goal.
* The mentor sets the ways of thinking about teaching in specific contexts and the students understand the thinking behind the teacher's actions.
* The mentor models a set of teaching practices thinking aloud so the students can both observe the mentors actions and understand how the mentor thinks about those actions in situations.
* A mentor welcomes students to talk often and invites them to discussions.

Dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress.

When the word diversity is used, it means different things to different faculty and. Likewise, it also means different things to students mentees.

* The faculty mentors guide students in identifying campus resources that can help them optimally before problems develop.
* Mentors direct students to individuals and campus offices that can address particular non academic needs that are best handled by others.
* A mentor helps students to develop multiple and varied relationships. A student who is away from home may find comfort with an individual who is like a parent away from home.
* Mentoring students with backgrounds different from one's own, particularly minority and woman students helps them to attain self confidence.
* Workshops are held to help the mentors gain the knowledge and skill to recognize some of the biases and prejudices they bring to the mentor- mentee relationship.
* The mentors tries to implement concrete strategies for addressing issue of diversity .
* They engage in conversations about diversity with their mentees.
* The mentors try to influence their mentee's decision to commit to careers.
* They also try to improve their multicultural competency.

Keeping oneself abreast with recent developments in education and life.

The mentor keeps abreast of recent developments in education by-

* Journals, magazines and websites are great resources for keeping abreast of recent developments in education. Journals provide more specific, topic oriented articles.
* The mentors guide

students to follow the news in the world and follow the advice of the best teachers of the best universities

in the world

The mentor helps develop intellectual interventional skills, including and going beyond those related to research.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7 Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

Innovation and creativity are fundamental to all academic disciplines and educational. activities. Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable, and teaching creativity means teachers using imaginative approaches to make learning more interesting, exciting and effective. The institution aims at nurturing the students creativity in many different ways-

- The teacher uses students interest to immerse them in the learning journey.
- They design a learning environment and a schedule that encourages play discovery and useful failure.
- They help connect problems and their solutions to real world situations. using inquiry learning tools.
- Try to stretch the students to take creative risks and do what they are unsure of.

Case 1

Innovative tools used by a teacher

- Multimedia learning process.- Multimedia is the combination of various digital media types such as text, images, audio and video into an integrated multi sensory interactive application or presentation to convey information.

Our institution is moving towards problem based learning as a solution to producing graduates who are creative and can think critically, analytically and solve problems. Problem based learning is an innovative measure to encourage students to learnthrough real life problems. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation by incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modes which would make them more motivated to pay more attention to the information presented and retain the information better. The use of text spoken words, sound and music, graphics, animations and still picture makes the learning more interesting.

Impact on students.

- These tools make the teaching learning process dynamic and easy for the students. Reading process becomes more dynamic instead of the written presentation of the texts printed in the book.
- Presenting different drawings and pictures support the clarification of ideas and communication of information.
- The students can move easily from a presented subject to another, provides a good chance for questions and discussions.
- There is more scope of rising attention and interaction between students and the educational subject.
- They help learners remember and transfer their knowledge.
- Multimedia learning takes advantage of the brain's ability to make connections between verbal and visual representations of the content, leading to a deeper understanding, which in turn supports the transfer of learning to other situations.
- Students can identify and solve problems more easily compared to the scenario where teaching is made possible only by textbooks.

Case 2.

Mind map

This tool is often used by the teachers as a way of helping students make notes that used only keywords and images but mind map is also used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The non linear nature of mind Maps make it easy to link and cross reference different elements of the map. They are also very quick to review as it is easy to refresh information in your mind just by glancing it once. Mind Maps can also be effective and remembering their shape and structure can provide the clues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The teacher uses mind mapping so that the students learn and remember more effectively by using the full range of visual and sensory tools. Pictures, music, color, even touch and smell play a part in our learning memory will help to re collect information for long time.

The teacher can select any topic out of the textbook and make a mind map and explain it. This will help to build up own creativity, thinking and cross linking between ideas that exist in your own minds.

For eg If the teacher explains any particular information with the help of graph charts will make a high impact in the minds of the students and keeping this as a core aspect, the teachers may try to picturize the concepts and show the same to the students. A teacher can use this tool of mind mapping to explore concepts in more details to come up with a new ideas and facilitate a better understanding of relationships and connections.The teacher teaches through mindmapping by putting central or the main idea in the center of the map and then creating branches of related ideas that radiate out in all directions. Those branches can have sub branches to further expand on ideas and concepts.

Impact on students

- Students get a better understanding of new ideas by having them create a mind map. Mind map can assist with understanding because it conveys relationships allowing students to see the big picture.
- Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.
- Students can create an essay outline, gather arguments and quotes, or brainstorm ideas for the essays with mind maps
- Students love to engage in active thinking instead of transcription by using mind Maps or note taking. Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.
- Mind maps act as a great tool to help with memorization from vocabulary words to a foreign language.
- Mind map creates clear understanding in the mind of students. They can use a power point widely and their innovative thinking improves.
- Students actively engage in their learning. Often by connecting their prior knowledge to new information.
- Mind Maps helps students learn information by forcing them to organize it and add images and color to it.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Link for additional information	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	**View Document**
Data as per Data Template	**View Document**
Any other relevant information	**View Document**

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	**View Document**
Data as per Data Template	**View Document**
Any other relevant information	**View Document**

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	**View Document**

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**

5.Executing/conducting the event

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1.Library work
2.Field exploration
3.Hands-on activity
4.Preparation of term paper
5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

An internship is the idea Ideally fit for an individual and employer. An internship is any carefully monitored, meaningful learning experience in which an individual has intentional professional goals and reflects actively on what he or she is accomplishing throughout the experience. The advantage of providing internship is the opportunity to select and develop your future talent. The Institution gets opportunity to evaluate and screen potential employees prior to making a full time position offer which leads to financial savings. The Institute provides for an orientation program which aims at-

- Ensuring the assignment of challenging projects and. tasks.
- Provide projects that complement academic programs.
- Provide adequate, reliable and regular supervision and mentoring.
- Prepares the interns about the concerns and challenges he or she faces seem to occur in a predictable order.
- Students are prepared to keep their morale high and trust in themselves.

- They are prepared for transition into professional from apprentice.
- Realization of good platform to demand more from self and assignment increase workload and responsibility.
- Explaining them that the internship, even though it includes actual operations of the facilities of the employer, is similar to training, which would be given in an educational environment.
- Telling them that the employer that provides the training derives no immediate advantage from the activities of the intern and on occasion its operation may actually be impeded.
- The intern is not necessarily entitled to a job at the conclusion of the internship.
- The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

The institution has learning agreement forms thatare asked to complete by students. An internship can only be a true learning experience if constructive feedback is provided. The mentors or supervisor help the interns for transition from the classroom to the workplace.

Students doing internships complete a weekly diary that logs their experiences and insights gained from them. Students also send regular emails to their own campus internship supervisors. At the conclusion of the internship, they prepare a paper that includes an overview of the accounting field, an overview of the institution where the internship was completed, a reaction to the internship, and an evaluation of it based on its relationship to previously completed coursework. All these materials are assessed by the on campus internship teacher. Both students and the supervisors are given opportunities to assess the internship program and their experiences created with it. This feedback helps those responsible for the program to adjust course content, assignments, and activities so that the degree program curriculum and the internship are coordinated and integrated learning experiences. An intern gets the exposure of different types of school while doing their internship. They get the idea of-

- Working environment of the school.
- Idea about the curriculum, rules and regulations.
- An idea to determine where do you think you best fit would be and if this is the right career choice for you?
- Get time to prepare for the future career prospects.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 6.8

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 10

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship is an integral requirement for B.Ed program.

Institute internships has become an absolute must do for career oriented students. Most of the times interns are assigned off the subject tasks that do no good for them, so it is essential to evaluate the success of the internship program by the end of it.

Role of teachers, Educators, School Principal.

The training program formally and informally assesses each intern throughout the year as to their progress

in mastering or profession wide program- specific competences. Interns are expected to grow professionally and build on existing skills over the course of their training year.The institution makes every effort to provide supervision and a learning environment that promotes this change, accompanied by appropriate support, guidance, and challenge given by the teachers. After the evaluation, feedback is provided to facilitate the professional and personal growth of Interns and this will ideally be timely, objective, constructive, comprehensive, an ongoing. The teachers regularly informally assess the programs of the interns and also assess the components and the comprehensive nature of the training program. The Institute follows checklist while monitoring the internship program-

- The teachers monitor and evaluate the knowledge gained and the learning that the intern has grasped during the internship because the purpose of undertaking Institute internship is to bridge the gap between theoretical knowledge and the real corporate world with real like job experience.
- First presentation research is monitored properly because it boosts the self esteem and confidence of the intern.
- The institution monitors whether the interns are maintaining cordial relationship with fellow interns, seniors, cross Department colleagues, and almost anyone they are working with.
- The institution strives to give proper motivation to the interns because a motivated Intern works better. Internship certificates are awarded to all the interns, but Sometimes extra certificate of appreciation or recommendation letter or even a full time job offer for good performances are given to the intern.
- The institution takes into consideration the feedback received by the project managers and HR to discuss the performance of the intern.
- The institution monitors and checks whether the written evaluations of intern performance need adjustment.
- Getting written performance evaluation for all the interns done simply makes the internship program run smoother and ensure all interns are evaluated equally.
- The investigator tries to reflect and evaluate the effectiveness of internship program based on the teacher trainees opinion and feedback. The main objective of the paper is to understand the mindset of trainees through the internship to realize and prepare them to perform the duties of a teacher in the school ,to find tentative solutions to the constraints faced.
- The teachers monitor the knowledge gained by the interns on the criterion of new teaching techniques, strategies, ideas and resources.

The continuous an effective monitoring mechanisms during internship programs provided by the Institute the interns gain confidence and feel much more motivated and empowered to succeed.

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Five filled in formats for each of the aspects claimed	

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 94.64

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	
Data as per Data Template	
Any other relevant information	

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 18.87

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 4

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 1.69

2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 54

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The teachers need to keep on acquiring and updating knowledge of what they teach in classrooms, periodically keeping up with changing world. Winds of change blowing from one decade to another from one area to another, bring new concepts to old theories and ideas. The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching learning process to suit the requirements of the day.

Professional development

A professional educator is always learning and growing their craft. They are on an endless journey where they're always looking for new ideas or teaching strategies.

Teachers in order to let learners learn in the best possible ways, adapt to the changes from time to time through many ways. Learners live in a different setup as compared to teachers. This gap is bridged by teachers only when they reach out to the mental level of the learners. Teachers need to update themselves to demonstrate some characteristics to handle the changing times and trends in education sphere.

- As there is an extensive accessibility to Internet which helps students tremendously keeping themselves abreast of all modern facilities in trends in various fields, including education ,teachers also keep them updated through Internet, so they are not proved to be ignorant.
- Teachers make books ready groups which is an effective form of professional development at all levels they can use to facilitate their professional growth.

- Teachers choose a book on the topic that interest everyone in the group, but that is sufficiently open ended to encourage new learning and through reading and discussion.
- Teachers visit the classrooms of colleagues to view innovative teaching practices and expand and refine their own personal pedagogy.
- Teachers involve themselves on focused discussions which is a process that can help them reflect together about any issue, large or small. A facilitator leads to conversation and ask the series of questions that elicit responses that take the group from the surface of the topic to its in depth implications.
- The institution gives the opportunity to the teachers to attend workshops designed for school staff. These workshops are offered as full or half day sessions or as part of an ongoing program of school based professional development.
- Teachers attend seminars and training leads to improve ment in teachers performance and help create an effective learning environment, improve teaching learning situations,
- Teachers have joined a professional scholarly Journal, go online and read educational blogs or read some literature on education in the library.
- Teachers participate in educational conferences or workshops, Online seminars makes them more effective.
- Teachers take the time to observe other teachers. These teachers can be a great source of knowledge for Oneself.

Once the performance is improved, the teachers share their knowledge with others and contribute to their profession.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Internal assessment or curriculum embedded assessment evaluates what students do when they are in the classroom. An ongoing practice of internal assessment enables teachers to monitor learning as part of their teaching process .In this process the teachers and school judge the students performance on the basis of his performance, also this process does not involve any outside person for assessment .The speed volume and effectiveness of an organization's growth are direct products of its health that is the purpose of an internal assessment- to identify and plan out the needed maintenance of the organization so that it can continue to move towards its vision. The internal assessment of examinations is the mirror of the success of teaching. This helps in upgrading the graph of students academic success .Internal examinations are conducted by the institution to evaluate teaching .In our Institute tests are taken by the respective subject teachers after the completion on prescribed topics .At the end of assessment of tests subject teachers suggest required improvement in writing. The answer sheets are shown to the students to know their weaknesses so that

they can understand the mistakes made in the papers and the record is being made in the form of mark sheets of unit tests.

Our Institute takes the following transparency initiatives for the internal assessment-

- The schedule of internal evaluation and Institute evaluation and also the distribution of marks is given to the students on the institute's noticeboard.
- Each Department displays the continuous assessment report for all the courses every month.
- To review the evaluation process staff meetings are conducted periodically.
- After the end of tests marks are displayed within a week.
- After the end of each semester marks for the term work are also displayed.
- Final internal marks are evaluated by two internal examiners.
- The principal verifies the internal marks for all the students at the end of each semester.

Our Institute aims at ensuring that the evaluation process of internal exams is fair and flawless .This is specially important for the graduates and the post graduates because the overall evaluation procedure for both these are covered under the continuous and comprehensive evaluation scheme.

Effective assessment of students is a key to the success of any educational system. With the introduction of series of educational reforms our Institute is deeply committed to ensure free effective assessment of its students .

- There is complete transparency in the internal assessment for each assessment method.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution follows a set procedure which brings grievances into the open so that the institution can know them and can take necessary action to settle them. It covers the receipt and processing of complaints from the students, and action taken on any issue raised by them to avail services more effectively. The college has a well organized mechanism for redressal of examination related grievances. The students can approach the Teachers, College examination officer, and principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance.

- After the evaluation is done for the examination, if any student feels that the marks given to him in any paper are not just ,he or she can apply revaluation by remitting the fees to the college.
- Students and faculty members are made aware of the transparency to be maintained in the system of assessment.
- The subject handling faculties with Department head deals with the grievances related to university question paper after informing the principal like questions out of syllabus, repeated questions, Improper distribution of marks, Marks missed ,wrong questions numbered etc.
- If student has any grievances related to evaluation of University answer scripts are intimated to the subject handling faculty and head of the Department if necessary.
- The mentor deals with the doubts the students come across, clarifies them which enables them to do better in future.
- The corrected answer scripts at random are verified by head of Department to ensure the standard evaluation process.
- The students have a right to apply for verification with photocopy of answer sheets.
- The institution gives right to students to challenge the evaluation of answer books.
- If students face any problem during examination. They are solved by the institution Chief Examination officer. The grievances during the conduction of theory examination are considered and discussed in consultation with the Principal and, if necessary, forwarded to the University by examination section.
- Students are allowed to apply for evaluation, recounting and challenged evaluation by paying necessary fee to the University if they are not satisfied with the University valuation through college.
- Norms regarding grievances are displayed on University website. The institution follows the University policy. The entire mechanism to deal with examination related grievances is time based as per University rules and regulations.
- Question papers are reviewed which are made by faculty to find out the percentage of toughness in

the question paper and the feedback is given to the Department head.

Table marking and seating arrangement is also displayed on the notice board along with the timetable.

If any grievances are reported repeated after the evaluation they are resolved immediately and submitted by the concerned faculty to the Department. University decision or information after resolving the grievances, is intimated immediately to the concerned Departments once it is obtained through their Principal. It is also conveyed to the students through class coordinators and subject handling faculties.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

An academic calendar is of vital importance for the Institute to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Institute annual Calendar is a representation of planning of Institute which is scheduled for the entire year. It is a setting of exact activities that can be done according to appropriate time. The annual calendar is a planning tool for Institute to do all the Institute related programs in a particular time. It is also useful for prospective students, alumni and parents as well. The institution prepares and publishes academic calendar before the commencement of the Academic year containing the relevant information regarding the teaching learning schedule, working days, various events to be organized, holidays, dates of internal examination, semester examination etc. Our Academic calendar represents planning of Institute schedule for whole semester to make aware the teachers and students about important dates driven information. The calendar talks about academic and non Academic activities in addition to cultural events. The sole purpose of incorporating academic calendar is to improve the teaching learning qualities to finish the assigned task within the deadlines and instill among teachers and students about the importance of professional standard.

- The academic diary includes the complete teaching learning process. It also contains teaching plan and execution of activities.
- The Institute Academic calendar gives particular period to conduct extracurricular and social activities such as celebration of birth and date anniversary's of the national icons, Celebration of various national and international days.
- The Institute adopts the strategy of continuous internal evaluation, seminars, Project work, unit tests and semester examination through which the Academic progress is monitored regularly.
- The Institute forms an examination committee to monitor the overall internal assessment process.
- When the Institute receives the list of students who are enrolled for the examination it prepares seating arrangement chart list of invigilators etc.
- Besides the assessment, midterm examinations are held.
- The Institute completes all its practical examinations B before the commencement of the end of term examination.

- At the end of semester there is one examination in each course which is of three hours.
- The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher.
- The teacher rectifies any error on the spot, if any.
- The reexamination is permitted only for theory examination   which are offered by the student during a semester.
- The academic calendar displays the following-
- Class assessment Date
- Display of marks of assessment Date
- Cultural activities.
- Extension and outreach program schedules
- Practical examination.
- Midterm examination date
- Display of marks of midterm examination.
- Co curricular activities.
- Final examination. Date-
- Display of marks of final examination.
- Revaluation.

The institute has been complying with the planned schedules.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

An institution implements learning outcomes at the program or institutional level, to assess student learning over multiple courses and to monitor whether students have acquired the necessary knowledge and skills at one stage to be able to move on to the next. A learning outcome approach to teaching and a learning oriented assessment are increasingly framing higher education. Learning outcomes are specific statements of what students will be able to do when they successfully complete a learning experience.

Programme outcomes – The Institute's PO achieve following:

- To develop competences among student teachers, to select and use appropriate assessment strategies for facilitating learning.
- To anticipate what the students will gain from an educational experience.
- To track their progress and know where they stand.
- Know in advance how they will be assessed.
- To learn from and make changes to curriculum to improve student learning.

- To describe to students what is expected of them.
- To assess how the outcomes of a single course align with larger outcomes for an entire program.
- To be able to interact with children from diverse social, economic and diverse backgrounds.
- To enable student teachers to acquire necessary competences for organizing learning experiences.
- To build skills and abilities of communication, reflection, art, aesthetics, theater and Self experience.
- To develop understanding about teaching , School management and community involvement.
- To develop teachers who are professionally equipped with skills of competences for changing technological needs and global concerns.
- D.EL.Ed Aims at preparing features for the elementary stage of education.
- To facilitate children's learning and development and to know their Problems and rights.
- To facilitate acquisition of knowledge and skills by the students in different curricular areas.
- To develop the requisite understanding through his or her own observation, experimentation, and reflection.
- To prepare teachers who are able to continuously assess and improve their professional practice as teachers, by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners.
- Analyze the textbooks and syllabus.
- Applying teaching skills and dealing with classroom problems.

Course outcome – The Institute CO achieve following:

- Develop skills for logistic development of learner.
- Develop skills in all the functional area of education and management by providing multiple opportunities for experience based learning.
- Provide such education that will influence thinking and achievements at that workplace.
- Develop key management and tutorial skills.
- Understand learning as divergent process.
- Understand the classroom in social context.
- Study of childhood, child development and adolescence.
- Understand the language background of students as the first or second language users.
- Understand theory related to human needs change with time.
- Understand methods of study and validation of knowledge in changing scenario.
- Bring about an understanding of the culture, policies, and practices that need to be addressed in order to create an inclusive school.
- Conceptualize the meaning and different perspectives of curriculum.
- Understand the different types of curriculum with respect to their main orientation and approaches.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 97.23

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
68	97	95	96	100

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Student Progress Monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of the teaching and make more informed instructional decisions. Teachers use progress monitoring to make students learn more and to become more aware of their own performance. When teachers Keep track of their students progress they are better able to identify students in need of additional or different forms of instructions for students to achieve better. Our college monitor student learning to provide some answer to the questions as to how the students prepare to meet the challenges of the future, How they are able to analyze, reason and communicate their ideas effectively and whether they have the capacity to continue learning through out life. The teachers do classroom monitoring by-

- Questioning students during classroom discussions to check their understanding of the material being taught.
- Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding.
- Administering and correcting tests and recording scores.
- Reviewing student performance data collected and recorded and using these data to make needed adjustment in instruction.
- Setting high standards and then monitoring students work, the students effort and achievement increase.
- Holding students accountable for their work, and following through with rewards, facilitates learning and enhances achievement.
- Collecting, scoring and recording results of classwork and homework.

- The teachers keep academic performance records such as grades and report cards, provide insight about student progress, and help parents and teachers make important decisions regarding students learning needs.
- Academic records show a students growth in progress as well as any areas of weakness. It is specially important to document successes and failures in the classroom so that students can get support when needed.
- Our institution requires teachers to digitally input student assessment scores at regular intervals, such as once per week or before the end of each quarter and also to keep paper based records of students grades as a backup, which can be simple printouts of the digital gradebook.
- To keep the record of some documents that demonstrate evidence of students Academic performance and scope for improvement are tests and quizzes writing samples, artwork, formative assessments and checklists project rubrics, Student reflections.
- Written records such as. Report cards provide a great deal of information about students performance. If students aren't doing well in class, a well kept record of attendance can help offer insight.

- The teachers allow some students to rewrite and resubmit selected pieces of work, or make assignment submissions or two or multi stage process in which drafts may be submitted for feedback.

The teachers may invite students to identify the areas of weakness from the previous assessment and then reflect on how they have improved thus showing that involving students in assessment and feedback helps them understand their expectations.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 68

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence. The teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students towards better understanding of the concept. For example, a planning session about future projects related to teaching learning in which the students work in small groups on different topics. Issues lead to a discussion about the criteria for judging the work quality. This type of assessment discussion, which occurs before an activity even start as a powerful influence in how the students conduct themselves throughout the activity and what they learn. To best support their students learning, teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom.

- Teachers make professional judgments on student performance in every teaching and learning session undertaken, whether consciously or subconsciously. And thus, using these professional Judgments and translating them into feedback on the quality of individuals work is the focus of assessment for learning.
- Assessment for learning and quality feedback has promoted increased student progress.
- Assessment of learning can detract from effective classroom practice and prevent feeding back assessment decisions to learners on their performance with a view to improving their work.
- The teachers inform the student after the assessment of their progress to empower them to take the necessary action to improve their performance.
- Teachers have created learning opportunities where students can progress at their own pace and undertake consolidation activities where necessary.
- The individuality of feedback has a facility to support weaker learners and challenge more able learners.
- Teachers set tasks and activities and pose questions to learners. Students respond to the tasks, activities and questions and the teachers make judgments on the student knowledge, understanding and Skills acquisition as evidenced in the learners responses.
- It is important that the learners in a group understand what they're trying to achieve in a given task and why they're doing it.
- Feedback on assessment has helped students improve in a specific activity when feedback provides correction or improvement in a piece of work, it is valued by learners and act as an incredible motivator.
- Teachers demonstrate that they believe that all learners can learn and improve, but the improvements must be measured against their own previous performance and not that of others.
- The teachers encourages students to observe how others are responding to a task so that they will begin to apply the assessment criteria to their own work.

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- The teachers plan opportunities for learners to use the feedback provided on the assessment decision to further progress.

File Description	Document
Any additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: