4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The curriculum committee is empowered with the right to make recommendation on the established program or plan initiated by faculty peers responsible for that program or plan. The committee reviews and makes recommendations on proposals for adding, expanding, deleting or modifying programs and courses offered by our collage.

Curriculum can be organized into three major components- Objectives, content, or subject matter and learning experiences. Our curriculum is designed to provide for common space of understanding and competence for the purpose of developing thinking, socially responsible citizen of free society.

Time Table Management

a.　Our Time Table is design to ensure that each class has only one teacher during learning hours of a particular period.

Time Table also reduces the confusion while learning.

b.　Student are very clear about the subject; they have to study in a particular period.

c.　A good time table prevents wastage time and energy and shows exactly what is to be done at a particular time and thus, directs the attention of both the pupil and the teacher to one thing at a time.

d.　ERP software helps in creating time table for students of each class　easily and effortlessly

The effective teaching allocation and management model has been used by our college in various departments which can be adapted by departments of any discipline. The allocation of teachers can contribute to improved management, efficiency. effectiveness and a greater sense of equity among academic staff. The teacher's plays a great role in planning the curriculum as -

a.　Teacher know their students better than others involved in the curriculum process.

b.　Our Teachers provide insight into the types of materials activities and specific skills that need to be in the curriculum

c.   Our college provides the curriculum implementations process through teachers which helps the learner acquire knowledge and experience which enables them to function effectively in society

d.   An effective curriculum provides teachers, students and administrators with a measurable plan for delivering a quality education.

Our college provides not only theoretical knowledge but also real and practical experiences received by the students with help of games, sports, art, literary, culture etc. known as co-

curricular activities.

Our institution helps in developing -

a.   Developing aesthetic aspects, character building, spiritual growth, physical growth, moral values, creativity etc.

b.   Overall personality development is also supported by co-curricular activities.

c.   It also helps to develop coordination, adjustment, speech fluency etc. among students both at the college as well as in the society.

d.   Our Institution not only focus on academic activities but also extra co-curricular activities like sports, games etc. that provides a good platform for a child to outshine his or her latent potentials to compete with the challenges that come on his or her way.

e.   Our Institution provides scope for the participation in group activities like debates, quizzes, group discussion, essay computations which make them learn practically and enter into the real-life challenges and overcome by the knowledge and competence.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 2.6

1.2.2.1 **Number of Value – added courses offered during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	2	2	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 92.45

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
168	194	100	100	50

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	
Data as per Data Template	
Any other relevant information	

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 100

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
168	194	100	100	100

File Description	Document
List of students enrolled and completed in self study course(s)	
Data as per Data Template	

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Our Institute's vision mentions human values, social commitment and ethics, Intellectual competence moral uprightness social commitment spiritual orientation service to society. The achievement of sustainable development depends on the availability and use of coherent planning methodology to ensure the integration of gender issues and environment into development, gender, and the environment. The challenge of cross cutting issues in development policy and planning suggests a basis for an explicit conceptual framework which can be used as a first step to translating an i integrated perspective into. Organizational relationships, planning processes and methods.

A fundamental or coherent understanding of the field of teacher education.

Teachers are identified as the most important factor influencing the quality of education in schools. Our Institute works on improving educational system and strives hard to develop policies that supports the professional development of teachers. The professional development of teachers is a lifelong process that starts at initial teacher education and ends at retirement. Generally, this lifelong process is divided in specific stages. The first stage concerns the preparation of teachers during initial teacher education, where those who want to become a teacher. Master the basic knowledge and skills and the second stage is the first independent steps as teachers. The first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase. The third phase is a phase of the continuing professional development of those teachers that have overcome the initial challenges of becoming a teacher.

- Our Institute gives much attention to the quality of teacher education Programs and to conditions for effective programs for continuous professional development.
- The Institute endeavors to ensure that teachers have access to effective early career support programs at the start of their career.
- The teachers are encouraged and supported throughout their careers to review their learning needs and to acquire new knowledge, skills and competence through formal, informal and non formal learning including exchanges and placements abroad.
- Our Institute endeavors towards development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Procedural knowledge that creates teachers for different levels of school education skill. That are specific to one's chosen specialization.

The graduate attributes reflect both disciplinary knowledge and understanding, Generic skills, including global competences that all trainee teachers in different Academic fields of study should acquire or retain and demonstrate. Some of the characteristic attributes that a trainee should demonstrate are as follows.

- Our Institute works towards disciplinary knowledge.

- The aim is to develop the communication skills like ability to express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, Confidently share one's views and express herself or himself ,Demonstrate the ability to listen carefully, Read and write analytically and present complex information in a clear and concise manner to different groups.
- Our Institute provides Training and practice in the different techniques, approaches and strategies that would help the teachers to plan an impart instructions provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- The theory includes the philosophical, sociological, and psychological considerations that enables the teachers to have a sound basis for practicing and teaching skills in the classroom. The theory is state specific and is based on the needs and requirements that are characteristic of that stage.
- Professional skills include the techniques, strategies, and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above are lifelong learning skills.

Capability to extrapolate from what one has learned and apply acquired competences.

The Institute frames learning outcomes based curriculum on the premise that every graduate is unique, each graduate has his or her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career related actions. The quality, depth and breadth of the learning experience is made available to the students while at the higher education institutions help develop their characteristic attributes. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total Institute Institute experiences, and a process of critical and reflective thinking.

- The Institute provides way to facilitate the transfer of learning to new context, to use as many different learning media as possible from text, and imagery to video and audio.
- Using pictures, narration and text helps prevent the cognitive resources from becoming overloaded and improve learning transfer.
- The teachers are who are competent are prepared to face the challenges of the dynamic society. Teachers education has to keep abreast of recent developments and trends.

Skills competences, such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others.

The Institute endeavors towards enforcing critical thinking. It makes the teachers capable to apply analytic thought to a body of knowledge. Analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence. Identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and their theories by following scientific approach to knowledge development. It also works towards cooperation and teamwork i.e ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group and act together as a group or a team in the interest of common cause and work effectively as a member of a team.

The Institute carefully places the multi dimension of environment and sustainability as a crosscutting issue. The curriculum of the Institute is designed integrating these cross cutting issues pertaining to gender, human values and professional ethics in degree in all the departments acrossdifferent schools.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The school education system in India is the largest in the world. Catering to over 260 million young people each year.

At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic background are. It is strongly connected to the notions of intercultural and multicultural education.

Development of school system.

The National Council of Educational Research and Training administers curriculum and provides support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depend on how diversity is acknowledged in a classroom setting.

- The college incorporates lesson plans that account for all forms of diversity.
- Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them.
- Students feel safer in school and in life when they are educated in a diverse setting.
- Our administration readies graduates for promoting and teaching diversity as a means of accepting it.
- Our University develops learning skills to build communities promoting diversity and employing human resource functions such as recruitment and orientation.

Various boards of school education.

The college provides the knowledge about the education boards in India. which are diverse and equally qualitative when it comes to providing education.The introduction and functioning of the four boards that are in the Indian education are provided in the curriculum.

They are Secondary school certificate(SSC), Indian Certificate of Secondary Education(ICSE) ,Central Board of Secondary Education(CBSE) and IB school.

Assessment systems norms and Standards.

Assessment is a process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools.

- A prognostic assessment expands the findings of an assessment with analysis of abilities and potentials with a further dimension.
- Formative assessment provides feedback and information during the instructional process while learning is taking place and while learning is occurring.
- Diagnostic assessment helps to identify the students current knowledge of subject, their skill sets and capabilities.
- Summative assessment takes place after the learning has been completed.

An international and comparative perspective.

Throughout different countries, contexts and educational systems, Multiculturalism as a normative program as well as intercultural education as a diversity driven pedagogical strategy have become truly global throughout the last decades. The education system in India is divided into pre primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level.The international schools provide similar standards of schooling around the globe, providing for an easy transition between schools. The University imparts knowledge about-

- Using a practical approach rather than theoretical while teaching so that the education becomes more interesting by implementing the knowledge practically.
- Taking education as a continuous learning process and not a formality.
- Practical implementation of knowledge rather than scoring good marks.
- Updating the educational system according to the new trends and technologies.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Students learn by connecting new knowledge with knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less developed or incomplete conceptual frameworks.

They may also harbor misconceptions or erroneous ways of thinking which can limit or weaken connections with new knowledge. Our institution enables instructors to-

- To build approaches that help students develop and learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable, rooted in a solid memory and skills foundation and easily retrieved.
- The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and vary approaches to knowledge and invite students to reflect, cobuild course road maps.
- The teachers provide scope to open lessons with content that students already know or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public.
- When the clear transitions are provided, lecturing can build knowledge more effectively while the simple use of a whiteboard or chalkboard to list topics, a schedule or connected ideas can help students build tighter conceptual understanding.
- The teachers encourage students to discover ideas on their own by making predictions. This encourages the possibility that students will offer incorrect, inaccurate, or misguided responses at times. This builds a learning culture.
- The teachers demonstrate to students how they think through problems or scenarios in their field by performing problems on the board, thinking out loud through a social dilemma, tracing the ways they link words and images to form a literary Interpretation.

Efforts made by the institution to make the students ready for the professional field.

- The institution encourages students to focus on oral and written communication. Soft skills.
- Provides training for resume writing, interview etiquette and other workforce skills.
- Provides better and more up- to- date career guidance counseling.
- Help students to set realistic expectations for first jobs after graduation.
- Provides more opportunity for real world job experiences.
- Teaches basic personal finance at the earliest opportunity.
- Provide and remote mentors.
- Tries to improve on the Communication skills, critical thinking and analytical reasoning skills, application of knowledge and skills in real world settings and complex problem solving.
- Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an essential question that does not have an easily found or specific answer which engages students in sustained inquiry.
- Collaborate with local experts, businesses, community centers and other organization to give students an opportunity to apply the content they are learning in the real world.

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

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

    1.Students
    2.Teachers
    3.Employers
    4.Alumni
    5.Practice teaching schools/TEI

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document