CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1   ADMISSION PROCESS AND STUDENT PROFILE

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

In the matter of criteria for admission, the College has always adhered to the decision of regulatory bodies in letter and spirit since its inception.

➢ **Every year Financial Commissioner and Principal Secretary to Government, Haryana, Education Department appoints one of the universities of Haryana as Competent Authority to organize State Level Common Entrance Test for admission to B.Ed. (Regular) Course. In the session 2010-11 Kurukshetra University, Kurukshetra, 2011-12 by M.D. University, Rohtak and 2012-13 admissions were done by Kurukshetra University, Kurukshetra and in the session 2013-2014 by Chaudhary Devi Lala University, Sirsa and 2014-2015 by M.D. University, Rohtak.**

➢ **Access to different categories like disadvantaged community, girls, physically challenged, economically weaker sections of community and sports personnel is ensured as per reservation policy of the state.**

➢ **Admission process is systematically administered and transparent. The seats are filled through centralized counseling. Seat allocation is made on the basis of marks obtained by the candidates in entrance test or qualifying examination. The**

candidates attend the counseling and are offered seats in the College of their choice, as per their merit.

➢ The prospectus published by the concerned University very transparently contains information about eligibility conditions, last date of receipt of application form, division of seats, reservation of seats, submission of application form for centralized counseling, documents to be attached with the application form, preparation of merit list of admission, selection procedure (Counseling and Admission) and the fee structure.

➢ The merit for admission is considered only if the candidate has obtained at least 50% marks in the graduation/post graduation class and produces the Detailed Marks Card for the same on his/her respective date of counseling. In case of SC/ST/PH candidates minimum pass marks i.e. 45% are taken in to consideration for determining the eligibility criteria for admission.

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

➢ The admission programmes are advertised by the University through leading national news papers.

➢ The admission programmes are also posted on the website of the University.

➢ The prospective students are informed about the fee structure, how to fill the form of application, criteria of admission, minimum eligibility criteria for admission, procedure of admission and counseling through advertisement and prospectus.

> ➤ **Through advertisement the students are also informed about the last date of filling up the form and its submission, the dates of on-line counseling and from where the prospectus can be obtained.**

> ➤ **Wide publicity is given to the fact that ragging is a criminal offence under law.**

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

To ensure that the determined admission criteria are equitably applied to all applicants, the institution monitors admission decisions in the following manner:

> ➤ **As the institution is affiliated to M.D. University, the norms and standards of regulatory body are given due consideration.**

> ➤ **The students are admitted to the course based on the guidelines laid down by the University.**

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

Following are the strategies adopted by the institute to retain the diverse student population admitted to the institution:

> ➤ **Students of different cultural background study in the College. Students are given chance to lead the group for various activities, irrespective of caste and culture.**

> ➤ **Student are given chance to Inherit and to expose their different cultures through cultural programmes in college.**

➢ **At times special lectures are arranged by inviting experts who have specialization in special education field to deal with physically challenged students.**

➢ **For Differently abled students, there is a resource room. They are also encouraged to take part in the co-curricular and extra curricular activities so that they can join the main stream.**

➢ **Economically weaker students are given concession in fee and transportation charges. The concession is given in view of diverse economic needs of the students and is without any bias of cultural, religious, gender and linguistic backgrounds.**

2.1.5 **Is there a provision for assessing students' knowledge/ needs and skills before the commencement of teaching programme? If yes, give details on the same.**

Yes, there is a provision for assessing students' knowledge, needs and skills before the commencement of teaching programmes. These are:

➢ **B.Ed. students offering Teaching of English are given a written test as well as oral test after the orientation programme. Those who are found deficient in certain respects are given remedial classes to improve their English.**

➢ **There is a provision of house Meeting. Every teacher is assigned 50 students. During meeting, the teacher incharge asks the students to perform some activities on individual basis. From here, the teacher incharges assesses the strong points and weak points of students.**

➢ **The subject knowledge in their respective subject is assessed by the teaching faculty through personal interview; written and oral tests are organized in the class.**

➢ **The English Language skill & the knowledge of the computers/ICT have been assessed at the beginning of the course as most of the students are from poor rural background. Also their Co-curriculum expertises have been assessed.**

2.2 CATERING TO DIVERSE NEEDS

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

➢ **The Principal addresses all the newcomers on the orientation day and explains the academic programmes of the year. This programme gives an opportunity to the students to ask thought provoking questions and clear the doubts.**

➢ **The institution prepares the academic calendar well in advance before the commencement of the session which goes a long way in planning the classroom sessions and other activities of the College.**

➢ **Course committee and coordinators oversee the delivery of course, preparation of lesson plans by the various faculty members and setting of the sessional papers.**

➢ **The faculty members maintain a course file for their respective courses which includes course plan, lecture note, syllabi, old questions papers, assignments, evaluation pattern and attendance.**

➢ **The institution adopts an approach of 'eliciting' stance rather than an 'informing' stance.**

➢ **Interactive and participatory approach is adopted in transaction of theory.**

➢ **Conscious efforts are made to integrate theory and practice.**

➢ **Continuous assessment of students at regular intervals is done through class tests, assignments, unit tests etc.**

➢ **Teaching learning process through practices such as use of charts, pictures, internet, field work, seminars, terminal examinations become a complete exercise.**

➢ **Tutorials in various subjects, where the students are given an opportunity to work out assignments, case studies and engage in group discussions.**

➢ **There is a provision of mentoring system for the counseling of the students.**

➢ **E-Learning provides benefits to students to have the relevant skills and information in hand.**

➢ **Value addition programmes such as computer literacy, language skill enhancement programmes are offered to the students.**

➢ **The College organizes its own student development programmes from time to time consisting of seminars, workshops, extension lectures etc.**

➢ **The institution adheres to the examination system of its affiliating University by holding various tests such as terminals, project work, internal assessment and annual evaluation.**

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

The institution caters to the diverse learning needs of students through the following activities:

➢ **The institute conducts orientation programme for the students. The Principal and all the faculty members address the students to give a road map of the activities of the institution including the transaction of curriculum to be conducted in whole of the year to cater to the diverse learning needs of the students.**

➢ **The planning and organization of learning programme is done by committee headed by the Principal.**

➢ **Students are given the choice to select the particular paper based on their area of interest.**

➢ **Field experiences and practice teaching are developed in such a way that the students acquire the knowledge, skills and values related to diversity.**

➢ **Activities cover participation in community services e.g. Blood donation camp, Cleanliness of slum areas, educating the children of labourers, Pulse Polio, Tree plantation, save the girl child/SSA, AIDS Awareness.**

➢ **The advanced learners are given special assignments to learn more through individual discussion beyond classes. Such learners are given case studies/minor research projects to satisfy their quest for learning.**

➢ **The weak students are identified on the basis of class performance, exam performance and informal discussions and**

are provided with extra coaching to enable them to make up their weakness.

➢ Remedial classes and tutorial classes are organized for slow learners.

➢ A resource room is available for physically challenged students. Remedial classes are conducted as per their need.

The College has mentoring system. The class coordinators provide the guidance and counseling to the student mentors. The student mentor works in each section in respect of regular conduct, student grievances etc.

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

The College aims at teaching for diversity and equity by providing a variety of learning experiences such as:

➢ Institutional engagements with local communities are another key to supporting and enhancing student diversity.

➢ Introductory lectures as 'Success and Self-Confidence', 'Facts of Life' lead to great changes in students as well as in the faculty members.

➢ Life skill curriculum including Self-Management, Creative Problem Solving, Career Planning, and Computer based Technology etc.

➢ Teacher divides the students in small groups so that all students can participate and speak up freely in a larger setting.

> ➢ The students are involved in a variety of school-based activities without any discrimination of sex. They play diversified role and understand the concept of diversity.

> ➢ Teaching also takes place in non-traditional setting (Schools, Non-Government projects)

> ➢ An anti-raciest and anti-biased learning environment is provided to the students.

> ➢ Appropriate instructional strategies are adopted by the institution suiting to the requirements of all the students.

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

> ➢ At the time of recruitment, the teachers with higher percentage, higher qualifications, higher competence to teach, having command over the subject and fulfilling the norms laid down by UGC, NCTE and M.D. University are selected.

> ➢ To fulfill the diverse needs of the students with multicultural backgrounds, staff with multicultural background is recruited. Students from, Rajasthan, Jharkhand, Bihar and U.P. are on roll of this College.

> ➢ At the time of recruitment of lecturers the preference is given to the candidates who have passed UGC NET examination or Ph.D.

> ➢ Extension lectures are organized from time to time to ensure that teacher educators get acquainted with the diverse needs of the students.

➢ **Faculty exchange programmes are organized to acquire the knowledge, skills and values related to diversity.**

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

The institution adopts an approach of 'eliciting' stance rather than an 'informing' stance to help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situation as under:

➢ **The classrooms and courses are actively managed, so that all students with diverse needs are welcomed and supported in their efforts to learn.**

➢ **Additional and different kind of support is given to gifted and talented students to meet their high expectations.**

➢ **A student-to-student mentoring programme facilitated by the staff.**

➢ **In the inclusive classrooms, students with diverse needs are given opportunities to interact with students from all walks of life.**

➢ **Class talent is based on values, character development, high technology and strong emphasis is placed on positive, bold and creative thinking.**

➢ **Student directed teaching styles are practiced as per the age, skill level, cultural background, physical ability, gender, race and ethnicity of students.**

2.3   TEACHING-LEARNING PROCESS

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

The institution promotes active learning of students by different techniques such as:

➢ **Student participation in various activities in and beyond the classroom.**

➢ **Visual learning in teaching and learning process as pictures, diagrams, graphs, schematics, demonstration etc.**

➢ **Problem centered and student driven activities.**

➢ **The students are encouraged to apply their knowledge and skills to design certain projects.**

➢ **Assessment tests are conducted that provide immediate feedback.**

➢ **Small groups as tutorial groups, subject-centered groups are formed to focus on individual growth and development.**

➢ **As a supplement to class work, the teachers motivate and encourage students to give demonstrations on a skill or a topic of their choice.**

➢ **The presentation of case studies based on direct interaction and observation of the differently abled children.**

- The teacher acts as facilitator and resource person.

- Guest lectures are organized on current issues so that students can keep pace with the latest developments in their subjects.

- Familiarization programmes are also carried out with modern teaching and research aids.

2.3.2 **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.**

- Teacher educators teach through student centered methods like discussions, assignments, project work, seminar etc.

- Students consult teachers for their personal, academic and vocational problems.

- Quiz, group discussions, debates and poetry competition are held from time to time during the year.

- Participatory learning activities such as public lectures by eminent persons with the support of the Principal.

- The students' learning is supplemented with discussions, seminars, assessments and workshop of short duration.

2.3.3. **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.**

- Inductive-Deductive approach is used in generalizing the concept.

➢ **Learning is done through observation of immediate and remote phenomena.**

➢ **Much of the instruction is based on Problem solving approach.**

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

As per curriculum of B.Ed., instead of practicing different models of teaching, students are required to practice different skills of teaching during microteaching. The teacher trainees are required to master the teaching skills in definable, observable, measurable and controllable form till they attain the perfection in the use of the skills.

2.3.5. **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.**

➢ **During the first phase of practice teaching, micro-teaching skills are organized by the institution.**

➢ **Emphasis is laid on pedagogy by organizing orientation programmes to prepare lesson plan on micro teaching skills by the faculty members.**

➢ **Demonstration lessons presented by the Principal and teacher-educators are observed by the students.**

➢ **The teacher educators use projected teaching aids like, OHP/LED Prljector and slide projector to create effective and motivating environment.**

> ➢ **Practice is provided for preparing micro lessons plans in five skills, namely, Questioning, Introducing the lesson, Use of Reinforcement, Stimulus variation, Illustration with example**

> ➢ **Two lessons for per skill are taught by each student teacher.**

> ➢ **Micro-lessons on five skills are delivered by the pupil teacher.**

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

> ➢ **The practice teaching is carried out in both Government and Non-Government schools.**

> ➢ **During practice teaching each student participates in morning assembly of the school, organizes cultural activities.**

> ➢ **Each student delivers 32 lessons for one teaching subject.**

> ➢ **Two Discussion lessons for one teaching subject are delivered in addition to 30 lessons.**

> ➢ **Observation is done by the teacher educator for monitoring the performance of students.**

> ➢ **Each student teacher observes 20 lessons for two teaching subject of their peers and gives feedback.**

> ➢ **The school teachers also give feedback to the student teachers as and when they have vacant period.**

> ➢ **Students use teaching aids during their practice teaching.**

➢ **The facilities available in the schools are also utilized by the students during practice teaching.**

➢ **At the end of the teaching practice each student teacher prepares a report known as School Plan Report which contains record of morning assembly, daily attendance, school leaving certificate, time-table, co-curricular activities organized during teaching practice.**

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

➢ **Block teaching in schools is arranged by the institution.**

➢ **Schools are allotted keeping in mind the place of residence of the student teacher.**

➢ **Supervision and evaluation of practice teaching is done by the teacher educators of the institution.**

➢ **Teacher educators make efforts to understand and solve the difficulties faced by student teacher during practice teaching sessions.**

➢ **Suggestions in the form of observation are given in the notebook.**

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

Yes, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. The first phase including microteaching and mega teaching is carried out with the help of mentor teacher. The second phase including real

teaching is carried out with mentor teacher as well as with school staff.

➢ **During micro teaching session, the students are explained how to prepare micro lesson plans on different skills. During microteaching session, the mentor teacher helps the students about the source (the text books prescribed by the state board for particular class) material to be referred for improving their teaching plans.**

➢ **During mega teaching session, the students prepare lesson plans for 35 minutes duration and for the specific class. They learn how to prepare questions for testing the previous knowledge of the students, how the lesson is to be developed so as to ensure active participation of the students, what to write and how to write on chalk board. Many other points are also explained by the mentor teacher to the student teachers.**

➢ **During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan. The suggestions given by the staff members, subject teachers and the Principal of school are given due importance for preparing teaching plans.**

Thus, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers and student teachers.

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

➢ **Feedback by the Principal and faculty members is given to the student teachers with regard to managing the diverse learning needs of the students in the schools.**

➢ **Certain programmes are held to offer challenging opportunities for growth and development of school students.**

➢ **In order to have good interaction with the students, the institution arranges literary programmes, debate, and declamation competition during teaching practice.**

➢ **Emphasis is placed on the development of teaching and communication skills in the students.**

➢ **Micro teaching sessions are organized in simulated conditions to train students in teaching skills.**

➢ **Teacher educator helps the student teachers to understand and solve the difficulties faced during teaching practice sessions.**

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

➢ **Keeping in mind the current trends and demands, the student teachers are trained to prepare instructional material in the form of Power Point Presentation.**

➢ **Training is also provided in preparation of charts, models transparencies etc.**

➢ **The institution encourages the students to develop teaching aids like Charts, Models, Maps, and Picture Cut-outs in their regular practicing schools.**

➢ **The College allows the student teachers to use the OHP and slide projector for demonstration lessons.**

➢ **Efforts are made by the College to give awareness to student teachers about Information Technology and Computers.**

2.4   TEACHER QUALITY

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

Yes, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. The first phase including microteaching and mega teaching is carried out with the help of mentor teacher. The second phase including real teaching is carried out with mentor teacher as well as with school staff.

➢ **During micro teaching session, the students are explained how to prepare micro lesson plans. During microteaching session, the mentor teacher helps the students about the source (the text books prescribed by the state board for particular class) material to be referred for improving their teaching plans.**

➢ **During mega teaching session, the students prepare lesson plans for 35 minutes duration and for the specific class. They learn how to prepare questions for testing the previous knowledge of the students, how the lesson is to be developed so as to ensure active participation of the students, what to write**

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and how to write on chalk board. Many other points are also explained by the mentor teacher to the student teachers.

➢ During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan. The suggestions given by the staff members, subject teachers and the Principal of school are given due importance for preparing teaching plans.

Thus, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers and student teachers.

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

The ratio of student teachers to identified practice teaching schools varied from 9 to 10. While identifying the school for practice teaching, following points were taken into consideration:

- Availability of computer, OHP, LED Projector, Slide Projector etc. in schools.
- Availability of English medium students.
- Availability of Home Science, Sanskrit students in the school.

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

The feedback is provided to students throughout the session in the following ways:

➢ The College has mentoring system. The class coordinators give the assessment of students to the Principal in respect of their classroom performance. The Principal oversees the performance of the students from time to time and takes appropriate measures for improvement.

➢ Group discussions, seminars, project method, giving assignments, viva-voce in different subjects are some of the measures adopted to improve the performance of students.

➢ To inculcate values, the feedback is provided through house meeting, assembly and other functions being organized by the College.

➢ Regarding their theory papers, the feedback is provided through their answers scripts and by discussing the mistakes generally committed by them.

➢ During microteaching, rating scale is used to make student know which component of skill he has practiced or not.

➢ During mega teaching, the students are provided feedback by the teacher concerned as well as by the peer group. Main observation points are recorded on the lesson plan notebook of student teacher.

➢ During real teaching practice, the students are given feedback by telling them orally as well as by writing main points in their lesson plan notebooks.

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

➢ The institution ensures that the student teachers are updated in the knowledge on the policy directions and educational needs of the schools through seminars held by the institution from time to time.

➢ As the College is affiliated to M.D. University, so the policies laid down by the University are taken in to consideration.

➢ Newspaper clippings of educational needs are displayed on the display board for the students.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodology through:

➢ Discussion in the class about the concerned subject.

➢ Going through the syllabus prescribed by state board/CBSE/ICSE during lesson plan preparation.

➢ Seminars and extension lectures delivered by the guest faculty.

➢ By organizing various literary functions on the topics related to the school curriculum.

➢ Through journals, news papers and various magazines in the library.

➢ Faculty keep abreast of recent developments in their subject by attending seminars, conferences, workshops, symposia and

contributing articles to journals of national repute, maintaining contact with departments of affiliating University, visiting institutions of national repute.

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

The initiatives have been taken by the institute for ensuring personal and professional/ career development of the teaching staff of the institution. These are:

➢ Personality Development Programme.

➢ Workshop on "Microteaching skills and teaching competency".

Moreover, the faculty members are encouraged to participate in national and international seminars, conferences, writing articles for journals of national repute, maintaining contacts with departments of affiliating University.

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

The teachers who excel in the field of teaching–learning process and using innovative ideas are provided appreciation certificate by the Principal and the Management.

2.5   EVALUATION PROCESS AND REFORMS

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

The barriers to student learning are identified at appropriate points of time. The barriers are identified through the students' feedback regarding various aspects of learning. For this purpose a suggestion box is provided in the College campus. The suggestions given by the students are given due importance and the same are communicated to the teachers in the staff meeting.

Various barriers are addressed in different manner. These are as follows:

➢ **For Conducive Environment:**

- The students are provided conducive environment both from physical as well as academic view point.

- By providing noise and pollution free campus.

- By ensuring the cleanliness of rooms and campus that makes the students mentally prepared to be present in College and take interest in studies.

- Teaching by discussion and exposition method. Topics are discussed in the class with active involvement of the students. Wherever the student is wrong, he is rectified in a gentle manner. Teachers are instructed not to pass sarcastic remarks. The teachers are always available to the students during the free period for discussion and clarifying their doubts.

- **The students have a direct access to the Principal. The students having any problem can meet the Principal any time and can put forth their problem. The problems are listened carefully. When the problem is not genuine or it is beyond the control of College, they are convinced and they leave the Principal office as satisfied persons.**

➢ **For Infrastructure:**

- **The College possesses an imposing building and excellent infrastructure. It is not disturbed by the main road traffic.**

- **Every class room is well furnished and has ample source of light. The benches and desks are in required quantity. Therefore, every student has a comfortable seating arrangement.**

- **All class rooms are architecturally designed in such a way that the voice of teacher is clearly audible to all the students and the writing board is clearly visible from all angles. Even a teacher can have clear visibility of all students and can identify the non attentive students immediately.**

- **Seminar Hall is well equipped with chairs, lecture stand and other required equipments. It is ensured that all students pay attention and are actively involved.**

➢ **For Access to Technology:**

- **The Computer Lab is well equipped and is spacious enough to accommodate a large number of students. The College offers Computer Education, Teaching of Computer Science and Computer application as optional papers. Thus every care is taken to give chance to all students for hands on**

experience on computer desk. They are motivated to prepare lesson plans on computer.

- **Educational Technology Lab is well equipped with latest gadgets like Television, Overhead Projector, LED Projector CDs and AV cassettes. The students are given training of using the equipments in teaching learning process.**

- **Internet facility is available to work on-line. The students have an easy access to the vast world of knowledge and information.**

- **Seminar Hall is spacious enough to make students sit comfortably and prepare their charts, models etc.**

- **Library and reading room facility is available. The students and faculty have an easy access to journals, magazines in addition to books. This helps the students to broaden their horizon of cognitive abilities. Reading room facility motivates students to learn.**

SPECIAL FEATURE: The Institute has its own reprographic system to facilitate research work.

➤ **Teacher's Qualification and Competence:**

- **Qualified and competent staff is the biggest asset of this institute. Every teacher is highly qualified and is engaged in one or other research work.**

- **The teachers do their best to become the role model of students. The teachers help in solving the problems of students and channelizing their energy towards perfection.**

- **The teachers take pains for preparing their lectures, completing the task assigned to them in a best possible way.**

- **Every teacher is serious towards performance of the duty assigned to him.**

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

➢ **In the beginning of each session, the total contents of each paper are divided into three terms: September to December, January to March and April to June.**

➢ **In each term, certain numbers of units are covered. Each teacher educator conducts a unit test in his/her class in order to facilitate learning and to get the feedback from students about teaching and learning.**

➢ **In the middle of the session, house tests are conducted in which more than 65% of syllabus in each subject is covered for the purpose of examination. It helps to ensure quality of teaching and understanding of student teachers. Wherever, there is a gap/shortcoming, timely remedial measures are adopted.**

➢ **The affiliating University has introduced the unit based curriculum. The candidates are required to answer questions from each unit. The candidates are free to apply for re-evaluation if they so desire.**

➢ **As the College is affiliated to M.D. University, the educational and examination reforms done by University are taken care from time to time.**

➢ **The College prepares the students for University examinations, first of all by the completion of syllabi and then 7 days time is given for revision before they appear for University**

examination. Whenever there are internal exams, house test, the answer scripts are given to the students after evaluation.

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

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken:

➢ The marked answer sheets are given to the students to give them the opportunity to look into their performance.

➢ When the students have seen their performance, the subject teacher discusses about each and every question –attempt made by majority of the students and then tells the right way to answer those questions.

➢ Then the students are offered opportunity to discuss with the teacher at individual level.

➢ The students are given two assignments in each subject and then the performance of each student teacher is monitored.

➢ The evaluation through annual examination is done by M.D. University. After the declaration of result by the University on its web site, Detailed Mark Cards are dispatched to the College concerned. The students collect their DMC from the College.

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

ICT is used in assessment and evaluation processes in the College in the following manner:

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➢ **The attendance, the marks obtained in the unit test and the house examination are fed to the computers for compiling and preparing reports and for sending the reports to their homes.**

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

The institute has introduced following significant innovations in the field of teaching/learning and evaluation:

➢ **College organizes various functions of cultural and literary interest for improving the personality development. Talent search programme and Morning assembly are two such programmes:**

- **During Talent search Programme, various activities are organized by the institution. The participants are made to prepare for their best performances and all other students are motivated for their active participation in the different programmes of the College.**

- **Morning Assembly is theme based. The institutional values are practiced during morning assembly. These values are:**

  ▪ **Contributing to national development**

  ▪ **Quest for excellence**

  ▪ **Develop inner qualities like honesty, punctuality, co-operation and truthfulness**

▪ **Develop self -discipline**

Every activity revolves around these values. Thus emphasis is laid upon the fact that each aspect of personality of student gets developed

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

The institution reflects on the best practice in the delivery of instruction. Upto a great extent it involves the use of technology. These can be summarized as follows:

➢ **Internet facility in the Computer Lab and Language Lab.**

➢ **Well equipped Technology Lab with advanced electronic gadgets.**

➢ **Internet access to faculty to made available on the campus.**

➢ **Innovative teaching learning methods to teach variety of students and to meet their diverse needs.**