

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: 90.84

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	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: 125.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	32	31	37	19

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: 2.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	00	00	00

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

Smt S.P.Kothari College of Secondary Education provides full support to different learning abilities students i.e. bright students as well as slow learners so faculty provide every possible facility to enhance

learning slow learners are also groomed regularly in their class hours by asking them questions on the topic which has been discussed in the class. In this way, the slow learners are guided to improve their performance in the university examination. Further faculty members revise the critical topics as per student's requisitions, and provide additional learning material such as textbooks and solved question papers. The students are also guided in answering the questions to the point of scoring good marks in the sessional examination and in the University examination. Extra classes, and revision classes are arranged to complete the syllabus and to clarify the doubts of the students regarding various topics as per their syllabus.

The Advanced learners as well as slow learners are encouraged to take part in group discussions on a particular topic assigned to them so that they can shed off their inhibitions and participate in it with enthusiasm. Besides lecture classes, ICT-enabled classes are taken to make difficult topics more understandable to the students. Both the advanced learners as well as slow learners students are encouraged to do good results in their final semester examination. Thus the college takes every initiative to enhance the quality of students and support them in their quest for knowledge

An induction program is organized for the fresher to ease the transition into the new course. Ice-breaking sessions, Physical Activities, Literary Activities, Syllabus Orientation, orientation on School visits, and internship are conducted. The learning levels of the students are assessed by teachers using Entry behavior tests in the initial classes of every subject.

Additional reading material and books are suggested and made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject. A bilingual approach is adopted for explanations and discussions in the class to reach out to every learner so that they can be brought to par with the rest of the class. Personal, academic, and career-related counseling is given from time to time. Assignments and group projects are given and evaluated regularly.

Peer learning is encouraged through group discussions and presentations. This aids in building a culture of teamwork and helps to develop leadership and interpersonal skills. The teachers assess the caliber of the students in informal settings such as during tutorials, classroom behavior, and interaction outside the class.

Students are encouraged to participate in college competitions, Inter College Competitions, and Youth Festivals. Again, they are encouraged to participate in the activities as per their interests, potential, and capabilities.

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

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
Photographs with caption and date, if any	View Document
Data as per Data Template	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
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.38

2.2.4.1 Number of mentors in the Institution

Response: 08

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:

Smt. S.P. Kothari College of Secondary Education believes in the adoption of student-centric methods to enhance student involvement as a part of participative learning and problem-solving methodology. Role Plays, teamwork, Debates, Seminar Quizzes, and case studies are used as teaching strategies wherever applicable. Specifically, Students student-centric Teaching Methods are reflected in project work, Field Visits, Industrial visits & guest lectures. Specifically, the student's methodology includes.

1. Experiential Learning is provided with fieldwork, internship observation and practices, practical based assignments, community-based activities

1.1.1 Assignment work is compulsory for each course of study where students' library skills, critical thinking, cooperative learning, and collaborative learning is enhanced.

1.2 Participation in competition at various levels: Students are encouraged to participate in in-house competitions debates, quizzes, extempore, poster-making, model-making, Inter College competitions such as – microteaching skills competitions, teaching aids-making competitions, and poster-making competitions. For Real-time exposure, students are encouraged to participate at the university level and state level competitions in Rangoli making and Garba competitions.

1.3 Field Visits · Faculty identifies and proposes academically significant Field visits and Surveys

Guest Lecture · Guest lectures by eminent experts from industry and academics from different colleges in India are organized to supplement the teaching process and provide experiential learning.

2. Participated Learning

2.1 Role play · Teachers adopt role play method to supplement Teaching by way of participative

learning

2.2 Teamwork : The college organizes student activities to promote the spirit of Teamwork through the activities and the Camp of NSS, institutional social responsibility through, Village Adoption, and Tree plantation. Swatch Bharat and Health awareness camp to help the students learn the Art of living in a team for Social and community welfare.

2.3 Debates : Debates: Debates are followed in many of the subjects where students are required to come with different opinions, and thought processes thus the learning process gets justified in the argumentative way of learning.

2.4 Group work : Practicals and workshops in all individual and group work under the guidance of teachers are also conducted.

3. Problem-solving Methodology

3.1 Case studies · The Case study method is adopted in the teaching-learning process to make the students have logical thinking and practical knowledge to develop problem-solving abilities.

3.3 Discussion · The college follows the discussion methods in various Social problems related to education as it makes the students to think wide and participate in coming up with opinions & suggestions to check their current knowledge and think rationally.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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: 48.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	05	04	00

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

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: 9.64

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: 08

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

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	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

The College follows a student-centric approach by creating a learning environment that allows students to think, ask questions, and answer. The basic strategy adopted is to provide students with a diversity of learning experiences. While lectures are the common teaching method, this is supported by assignments, discussions, fieldwork, and organizing exhibitions, and projects. The Student Activity Groups are also a means through which students are engaged in educationally purposeful activity. The emphasis is on helping students acquire critical thinking skills, interpersonal communication skills, listening skills, problem-solving skills, knowledge management skills, and teamwork, all of which enable life-long learning. Participatory Learning Activities.

Assignments, seminars, and quiz programs. · Group discussions, chat meets, and debates. · Paper presentation and poster presentation. · Participation in sports and cultural competitions. · Advanced learners help slow learners in the learning process. · Project work and interaction with industries. · Field trips, Industrial visits, Internships, and in-house training.

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
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	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:

Teachers of Smt. S.P. Kothari College of Secondary Education gave preference to creative aspects in teaching to enhance different skills of creativity in the students. The college plays an active role in training the faculty as well as students. The trained and other sensitized faculty takes effective measures in implanting innovative techniques in teaching-learning to enhance motivation and self-directed learning among the students. The various innovations tried are as follows:

- Create a compassionate, accepting environment
- Be present with student's ideas
- Encourage autonomy

Students are motivated to participate in various activities such as inter-collge competitions state and university level competitions and also participate in national seminars .

- Reward assignments to promote creative thinking
- Give students direct feedback on their creativity

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	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: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	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
Reports and photographs / videos of the activities	View 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
Any other relevant 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: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	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: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	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
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	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

Other Upload Files

1

[View Document](#)**2.4.8****Internship programme is systematically planned with necessary preparedness..****Response:**

1. Selection/ identification of schools for internship: is done keeping in mind the proximity, the abilities of the students, medium of instruction, methodology requirements of the schools, etc.

Permission is taken from the schools.

2. Orientation to school principal/teachers: Communication is shared regarding dates, classes, and the ratio of student teachers. Once supervisors are finalized, they are oriented with the evaluation and observation procedure.

3. Orientation to students going for internship: Students have to practice teaching skills in the college before they go for macro teaching in schools. They take up micro and reflective teaching in college where the teacher educators correct their lesson plans and lessons they take. They also give demonstration lessons to school children and the trainee teachers observe these lessons. After getting the syllabus from schools, trainees prepare period plans and get them corrected by the methodology lecturers. They are guided on the preparation of TLMs, evaluation tools, etc.

4. Defining role of the teacher of the institution: The teacher's role is: to make student teachers perfect in school content, to orient them on academic standards, Bloom's taxonomy, preparation for teaching aids; teach them to write period plans, plan the internship schedule, supervise micro and reflective

teaching lessons in college and macro lessons in schools, action research, community work, etc; plan their final lessons.

5. Streamlining mode/s of assessment of student performance: Micro and reflective teaching is

observed by college lecturers and peers. Macro lessons are observed and supervised by college lecturers and school supervisors.

6. Exposure to a variety of schools: Students are sent to special schools, government, private, aided, schools of different boards -CBSE, state board.

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

2.4.9

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

Response: 2.04

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

Response: 26

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Any other relevant information	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
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Smt S.P. Kothari College of Secondary Education adopts effective monitoring mechanisms during Practice teaching. It is conducted in various local schools.

Two lessons per day are delivered during their practice teaching sessions.

The college's teacher educators (preferably subject experts) must check and approve the lesson plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.

The faculty observes 60 to 70 percent of the lessons in schools.

Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.

Teacher educators and school teachers note down remarks in the lesson plan book. Thus, on-the-spot feedback is provided to the student-teachers.

More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;

Detailed feedback is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion, and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive

and continuous.

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

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: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

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: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

2.5.1**Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 97.5**File Description****Document**

Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 89.74**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 07

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:** 3.6**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 36

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:

Seminars, workshops, guest lectures, and other extension activities are various enrichment programs organized by the institute to ensure the professional and career development of the teaching staff.

Professional and skill development seminars, workshops, and extramural talks are being conducted in the institution. The head of the institution allows the teachers to attend training programs like refresher courses, workshops, and orientation programs. After coming back, they share their experience and newly acquired knowledge with their colleagues.

Staff members are encouraged to deliver papers at national, international, and state-level conferences and workshops. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals.

The institution encourages the teachers and staff to take part in national and international seminars, the computer training program, internet use, and learning, use of Audiovisual aids, etc.

Teachers are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons.

The principal also encourages staff members to pursue PhD and apply for NET examinations. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new educational trends

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:**

Smt S.P. Kothari College of Secondary Education sticks to the academic schedule being given by the Hemchandachrya North Gujarat University for the conduct of the nonstop internal evaluation system.

The academic calendar involves the dates of commencement and completion of the syllabus, timetables of internal exams, and so forth. It set out the dates of the end examination. The timetables have been arranged and executed in like manner.

The teachers define teaching plans as indicated in the academic calendar and guidelines of the University. The timetable of external examination is fixed by the University and the same is displayed on the notice board for the students. Any changes are discussed to the students well in advance

The college follows a system of continuous internal evaluation. It starts at the time when the students join the college.

Micro teaching and reflective teaching– Each student practices teaching skills under the guidance and supervision of teacher educators. Marks are allotted for micro-teaching by the college lecturers.

Evaluating the teaching aids prepared- assessing the teaching aids prepared by the student teachers and giving them feedback.

Internship: The teaching lessons of the student teachers are evaluated by experienced school teachers. An evaluation tool is given to the supervising teachers. The methodology lecturers also evaluate the teaching when they visit the schools.

Peer observation – The fellow student teachers also observe the lessons of one another and give constructive suggestions.

Assignments: The students are evaluated based on their assignments and their creativity in it.

The students are evaluated for their teaching practice, innovative teaching methods, and other activities they take up during the internship. Various quizzes and competitions also help in evaluating their knowledge.

Internal Exams: The internal exams are held at the end of every semester and they are evaluated based on that.

Preparatory Exams are conducted every year before university exams.

Every teacher conducts regular class tests on the related topic.

Principals and Teachers clear doubts of students with advice about writing correct & appropriate answers.

The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on a regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in the schedules of activities are made if required.

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: C. Any 2 of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Any other relevant information	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:

1. At the beginning of the semester, students are being oriented for the various components of the evaluation process during the semester and for the whole programme.
2. Internal assessment test programs are organized according to the university and students are informed in advance. If the student has any grievance related to result he/she can contact the class teacher for internal assessments. For External assessments students are inform to contact the university grievance cell. For external examination related issue college guides the student for application of reassessment, revaluation or rechecking whatever is suitable.
3. The college appoints an Examination Coordinator for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances

are deliberated during the conduct of theory examinations and deliberated with the Principal.

4. For external examination – external paper setters are appointed & assessors are appointed by the university. Students give examinations at the exam centres decided by the university and any grievance related to that is centrally addressed by the university.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

The academic calendar develops the environment of teaching learning and discipline. It binds all stakeholders with a visionary program throughout the year for around development of the student teacher.

An academic calendar is prepared by the college before the commencement of the academic year. This contains all the important information regarding the teaching-learning schedule, various events to be organized, dates of internals, semester-end examination, inter-semester break, etc. As attendance is mandatory, the internship program & practical are followed as scheduled.

In staff council meetings, the academic calendar prepared is discussed and reviewed to see that all the lecturers are following it and that the activities are being conducted as planned.

The College-level academic calendar helps faculty members to plan their respective course delivery, research work, academic and co-curricular activities. It facilitates them in supervising and monitoring the completion of the syllabus and extracurriculars that are being planned by the faculty members.

File Description	Document
Any other relevant information	View 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:

CLOs are according to the Hemchandracharya North Gujarat University, Patan for which the college is affiliated. The PLOs are effective in enhancing different skills of the students of Smt S.P.Kothari College of Secondary Education in the field of modern education and education based on ICT. Through the course the students are able :

- To know, select and use teaching methods.
- To understand paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- To select and use of appropriate strategies for facilitating learning.
- To analyze the content, text books and syllabus. It improves pedagogical skills. Effective communication, environmental awareness, team work etc. All these skills are enhanced in the student of the completing the course of B.Ed. 2 years.

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

2.7.2

Average pass percentage of students during the last five years

Response: 96

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	54	53	48	42

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:

1. The teaching-learning process of the institution is student-centric with experiential, participatory learning, problem-solving, and other emerging pedagogical approaches. The assessment processes adopted by the college enable smooth transaction of curriculum creating a link between learner, syllabus, content, and skills with a required support system.

2. The practical activities in alignment with PLO include assignments, seminar presentations,

Observations, reflective journal, etc. which facilitates critical, reflective thinking and communication.

3. The teaching process in the cognitive dimension includes pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment of disciplinary knowledge.

4. Teaching practice sessions conducted in-house as peer teaching, innovative teaching, and internship programs prepare to master pedagogical skills to attain course outcomes through planning, communicating, and presenting at the secondary level of teaching. The feedback given by peers and the faculty helps the students to re-plan, re-teach, and get feedback to refine their skills.

5. Celebration of national festivals, seminars, extension lectures, workshops, and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understand their applications. Students actively plan, organize, and execute these events under the guidance of the faculty.

6. Value-added courses provided by the college develop a sense of equity and inclusivity to nurture teachers ethically committed to human values with a sense of respect for diversity. Students are motivated to take up these courses for career growth as well as for lifelong learning, which helps them in their holistic development.

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: 177.36

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

Response: 94

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:

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she/he opted for per day. These are observed by the teacher educators or concerned subject teachers and peer students. They maintain a record of their observations. So far the feedback and monitoring mechanisms are concerned, the Principal and other faculty members of the institution use to go to the various internship schools to discuss with the school principals, teacher educators, school teachers, and the student-teacher regarding the progress of this task.

Besides, through interaction with the headmaster and the school teachers concerning their subjects, we get feedback about student-teacher classroom performance and also interact with each other regarding the progress and the problems the student-teachers are facing in taking and managing the classes. After completion of this practice of teaching in schools, a feedback session and presentation round is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance.

The evaluation system is flawlessly designed to evaluate student performance at each stage of the

program.

Internal Tests: These tests are conducted regularly and the performance of students of different levels is evaluated by test scores. The Institute followed an evaluation pattern of marks for internal evaluation and marks for final examination.

The Program outcomes and specific Outcomes help develop the framework of teaching and learning. The Course outcomes facilitate in clear understanding of the course expectations and also support the process of learning. The Course outcomes also present a clear picture of the employability, skill development, and entrepreneurship prospects of the course. Further, the outcomes help to understand the various cross-cutting issues about gender, environment, values, and professional ethics.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: