

## 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 Smt. S. P. Kothari College of Secondary Education offers an educational program B. Ed. regularly at the graduate level. The college was established in the year 2017 and since then the college has had an intake of 50 trainees and additional 5 EWS since 2019. It is affiliated to Hemchandracharya North Gujarat University and approved by NCTE. The curriculum is in line with Two years B.Ed. framework and prepared by academic council of HNGU. The College being the only English Medium B.Ed. College curriculum is translated in English and modified as per the need. Time to Time it has been revised centrally by HNGU and updated as per the NEP 2020. So we have not given right to modify the given syllabus.

In house curricular committee is responsible for curriculum transection modalities to meet the local context. The major challenge is to develop English proficiency in Students so we have introduced VAC for Spoken English and institutionalised it. In order to develop the technical skills in students and prepare them for contemporary needs of technology VAC for Computer Basics and advanced are introduced.

The IQAC and Curriculum planning committee reviews the progress of students and needs of schools and suggests methodological changes needed.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

##### 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

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 1.1.3

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes 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	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 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:** 63.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	11	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.2****Average Number of Value-added courses offered during the last five years****Response: 2****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	02

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 51.26****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	43	55	55	48

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 1.2.5

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

The Smt. S. P. Kothari College of Secondary Education institution is giving opportunities to the students to enhance and apply their knowledge, skills, values, and attitudes in various parameters:

Changing the focus of curriculum design in the constructivist approach from the behavioristic approach.

Students are given assignments on curricular subjects to enhance their knowledge, skills, and values in learning areas.

Adopting ICT as an integral part of the curriculum. The virtual classroom is conducted keeping in mind the technological advancements in the teaching-learning areas.

Computer Assisted Instructions, promoting digital lessons, video graphing.

Experimenting with new global trends in teaching-learning such as flipped classrooms, Pedagogical theories being a thrust area in the global scenario, is conceptualized as a core paper in the curriculum.

A techno-pedagogical approach is used to enhance the content of the practical paper in education technology.

Action research is conceptualized in the syllabus so that student teachers are involved in the research process.

Preparing teachers to face the global market by being more linguistically competent through the usage of language laboratories and becoming more innovative.

During internships, student teachers are involved in practical experience and they have hands-on practice of communication. This ability is considered an important skill in a negotiator.

We are also celebrating various events to foster the cultural values and practices among the students.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 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 internship programme of the College focuses on covering variety of schools such as Kendriya vidyalaya, Eklavya Model schools, Covent schools, school situated in the campus – M. M. Mehta English medium school etc. exposure visit is also organised for The campus Mamta mandir which is a school for Divyang taking care of VI , HI, MR and orthopaedic divyangta. Students educational tours are also organised for schools of tribal – ashram schools. Palanpur being situated at the bordered district students also visited schools of nearby state. The institute has also organised workshop to provide students exposure to elite schools such as DSB international which is having branches across the world.**

The institution gives special importance to national issues like the environment, health, adult literacy, eradicating illiteracy, inculcating values, awareness programs, awareness of a balanced diet through nutritious food, back-to-school programs, developing entrepreneurial skills, etc. through the curriculum. Some of the programs like community work, study tours, Adult education programs, and NSS camp (Swachhata Abhiyaan, Literacy campaign, Environment Awareness campaign, Beti Bachao-Beti Padhao Abhiyan) are given due importance to developing a sense of social responsibility in the future teachers.

Smt. S. P. Kothari College of Secondary Education observed the National Youth Day 2021 on 12/01/2021 under the NSS Project. The program commenced with a prayer song followed by a speech competition on different topics based on the ideologies of Swami Vivekanand and their relevance in today's educational framework. The NSS UNIT of Smt.S.P Kothari College of Sec. Education organized a one-day workshop on Bamboo Art. As per the presenter of the workshop, Ballubhai who is a representative of cane and bamboo workers explained how these artisans have been playing a key role in exploring booming cane and bamboo potentialities in rural communities living in Palanpur and its nearby villages. The student-teachers of Smt. S.P Kothari College of Sec. Education, under the NSS unit, attended a Voter's Awareness Campaign at its campus on Tuesday which was organized under the head MATADATA JAGRUTI ABHIYAN, by HNGU Patan, NSS VIBHAG in online mode through a

webinar due to the corona pandemic situation. The campaign emphasized the importance of voting along with the necessity of making electorates aware of their voting rights; something that is of immense significance in strengthening democracy and building a healthier nation. Speakers urged students not to waste their votes and told how the public plays an important role in elections. In the end, students also ensured 100 percent polling and proved themselves as responsible citizens.

National Science Day was celebrated by the student teachers of S. P. Kothari College of Secondary Education under the NSS Activity. This day is celebrated on February 28 every year to remember the great invention by Indian Physicist Chandrashekhara Venkata Raman who discovered the ' Raman Effect'. The day began with prayer followed by the introduction of Dr. C. V. Raman followed by speeches and a short presentation on the life and works of Dr. C .V. Raman. Students demonstrated various science experiments that are integrated into our day-to-day lives.

Various inter-college competitions were organised by institutes.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:**

The institution ensures the inclusion in the following manner:

The B.Ed course itself is an Interdisciplinary course. Theories of Pedagogy in the core paper – IV i.e. Teacher, Pedagogy has a direct relationship with innovative methodological practices. B.Ed. Curriculum is revised as per the new framework of NCFTE 2009 and the years structure as per 2014. The theory consists of sections such as perspectives in education-related courses, curriculum courses, optional courses and pedagogical studies, and Enhancing Professional Capacities Courses. Field engagement for skill enhancement includes internships, practical assignments/field work, etc. The B.Ed. programme its courses and internship programme altogether aims at orienting students for a multidisciplinary and holistic approach. All the optional papers are based on philosophy, sociology, psychology, and technology. For the intellectual, aesthetic, social, physical, emotional, and moral development of students in an integrated manner, the college is providing exposure as per the courses mentioned above keeping in view the major challenge of poor English in students, the college has initiated VAC course as short term course in the time table regularly. The aim is to make the students equipped, so that they can prove themselves as competent teachers in English medium schools around the city as this is the only English medium B.Ed. self-employment. Programme outcome and course outcomes are well defined and



achieved. Each course units are having specific learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal.

## 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

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

**Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>