

CRITERION I - CURRICULAR ASPECTS

1.1 Curricular Design and Development

- 1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The objects of the College are accomplished through the message envisaged in its Vision and Mission, which are stated as follows:

VISION:

- Achieving academic excellence by providing quality education;
- Develop manpower resources for personal, community and national development;
- Enhance the thought process of detailing the improvements required in education-system.

MISSION:

- To alleviate illiteracy;
- To induce higher planes of learning by imparting technical education with;
- To inculcate the ability among the pupil teachers to think in a logical way about the input and output process of teaching and learning system;

OBJECTIVES:

- To spread literacy nation-wide and serve the society in rightful manner;
- To enhance the employability and leadership skills of the students;
- To augment the teaching, research and consultancy capability of the faculty;
- To boost leadership, management and administrative skills of the faculty and staff;
- To encourage collaborative learning systems, processes and cultures; and
- To provide job oriented professional education.

Collectively, the vision, mission and objectives of R.K.College of Systems and Management (RKCSM) address the following aspects and considerations:

Intellectual development through learning, teaching, development of learner and its importance in learning process with special references to childhood to adolescence period, the process of learning and higher mental process involved in learning, system approach and its application in teaching learning etc.

Development of faculty members by delimitating the role of a teacher between social service, profession, transparency, accountability These objective take up the task of improving the thinking of teachers about the different dimensions of teaching.

One of the major evils of society is 'equality in status' which hinder the progress of education in Indian society. RKCSM promotes education amongst people from backward classes, minorities, SC/STs, physically handicapped, poor sections, besides the regular general category students. Also, through our teaching methodologies, we ensure that the artificial differences created by political outfits, do not interfere with the mental development of the students.

Mobility of the resources is very essential for the management of education. Proper understanding about the collection and sustenance of these resources is a challenge in the Indian society. Teacher is deemed to be the manager of the education process. Teacher needs to develop the task of resources management. This objective addresses the task of resources management for the development of community and nation.

The rapid consumption of natural resources is already resulting in a phenomenon called Global Warming. Young minds are to be trained properly to sustain the ecology and the environment by bringing out authentic issues of ecology and environment. Hence the young minds are trained properly in environmental education and one of the important functions of education is to develop all-round personality of the learner.

The Indian employment market is full of healthy and unhealthy competitions. With a view to maintain the dignity of the profession and individual, RKCSM focuses on producing quality teachers through quality education. We believe that in the era of privatization and globalization, only the fittest will survive. This forward looking objective enables the pupil teacher to empower themselves, to counter the challenges and issues arising out of global trends.

The teaching curriculum and methodologies are also updated in terms with the curriculum of the parent University, so as to meet the changing needs of the society.

All above mentioned objectives of institution is expected to promote intellectual, academic, social, personal and value development i.e. focus on all-round development besides training students in certain skills leading to better employment, understanding their surroundings including ecology, environment, society and world as a whole.

- 1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

RKCSM strictly follows the curriculum prescribed by the affiliating university, Dr.Bhim Rao Ambedkar University (Agra) and meticulously develops action plans for effective implementation of the curriculum. At the outset, the management committee of the college conducts protracted meetings with the faculty members to develop various strategies for effective implementation of the curriculum. Thereafter, the staff members conduct their internal meetings and develop academic plans for the coming academic year. Considering the number of working days available, the syllabus is divided into units which are to be finished by a given deadline.

Teachers are encouraged beforehand to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars, industrial visits, computer education or other means apart from regular/traditional teaching methods and develops course file. Course file contains lesson plan, assignments, tutorials, previous question papers,

lecture dairy and lecture notes are maintained by each faculty for their respective subjects allotted. These course files are reviewed on continuous basis.

Thereafter, the college plans the academic schedule as per the university calendar which includes the details like topics to be taught, number of working days allocated to respective topics, timelines, etc.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The global trends in the teacher education are reflected in the existing curriculum as follow:-

- ‘Teacher in emerging Indian society’ in curriculum reflects the importance and role of education in the progress of Indian society. Teachers are apprised about their role in creation of a new social order in the county and are also made aware about various social welfare opportunities in which they can participate, the means and measures towards the promotion of national integration and protection of human rights.
- ‘Development of learner and teaching learning-process’ in curriculum help the pupil teacher to understand about the various measures available to conserve the environment for sustaining the development. This further contributes in development of reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature and its help to acquire knowledge and understanding of stages of human development and development task with special reference to adolescents learners, develop understanding of process of children learning in the context of various principles, laws and theories of learning, personality, motivation, intelligence. It reflects the various aspects of human behavior.
- ‘Element of Education Technology and Management’ in curriculum reflect a total perspectives of the role of technologies in modern educational practices and equip the student teacher with his various technological application available to him for improving instructional practices.

- Environmental education, Educational and mental measurement, career information in career guidance and teaching of values in curriculum reflect the new global trends in teacher education. The environmental degradation is a very important global problem. This important problem is incorporated in all the methods of teaching in science, social science and languages. Environmental education helps in developing sense of awareness about the environmental pollution and possible hazards and its causes and remedies, sense of responsibility towards conservation of environment, Biodiversity and sustainable development.
- Educational and mental measurement acquaint the pupil teacher with basic scientific concepts and practices in education and mental measurement, enable the students to tabulate and find out some standard meaning from the raw scores by using statistical procedure, to interpret the result of educational measurement and to understand about various educational and mental measurement tools.
- Career information in career guidance reflects the identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils and to develop understanding of how one's ability, interest, aptitude are related to world of work.
- Teaching of values - to appreciate educational values like democratic, secular and socialist, to understand the nature and source of values and classifications of values under different types.

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The curriculum prescribed by the Apex bodies has the provision of Environmental education, Value Education and ICT as optional subjects. Beside this the college also timely organizes activities related to environmental issues like Tree Plantation.

The pillars of Indian culture whose values are birth emulation by all of us. We celebrate Jayantis of Mahatama Gandhi, Swami Vivekanand, Dr. Radhakrishnan, Swami Dayanand, among others.

Discussions, debates and awareness camps are organised on Increasing Global Warming and other environment related matters. The objects of these global problems are also incorporated in all methods of teaching in science, social science and languages.

As far as value education is concerned, there is a provision of daily morning assembly in which speech on moral values were delivered by the teachers and students.

Our institution performs various activities on social issues and value based education like Women Empowerment, Human Rights, Corruption, etc. and lionizes Teachers Day, Environmental Day and activities like Tree Plantation, awareness camps for health, women empowerment, employability, etc.

Value education is an integral and underlying part of the syllabus of B.Ed, wherein the students are made aware about the concept and need of education.

Besides this, RKCSM imparts knowledge of I.T. in education to the students and also encourages them to give presentation with the help of OHP. Our College also organizes extension lectures and seminars on the above said issues. In this pupil teacher are made cognizant of fundamentals and applications of computer, online education and use of multimedia in educational technology.

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

Institution makes uses of ICT for curricular planning in following manner:-

- In the beginning of the session there is a provision of orientation programme in which the necessary information regarding curriculum and other co-curricular activities are given to the students with the help of multi-media devices like OHP and DLP.
- Students are given training to prepare presentations of their assignments and departmental seminars based on different subjects with the use of ICT
- The teachers use the ICT for planning the lessons. The teachers use online and offline resources in the following way to prepare the synopsis:
 - ✓ The teachers collect the updated information about the subject by searching the web. They also go through the concerned syllabus of other universities. They refer the e-book for this purpose
 - ✓ For enriching the content, the teachers collect illustrations and more conceptual information from different resources.

- ✓ The methods and activities to be conducted for different topics are researched by referring to different articles in the reference books and websites.
- ✓ Teachers also search for visual aids like picture, graph, diagrams etc. on internet and download the relevant material using different websites (google and other sites).
- ✓ All teachers of the college share the curriculum development materials with the College either through physical conduct or via e-mails.
- ✓ Generally, websites of the following offices are referred for the curriculum, i.e. UGC, NCTE, SCERT, Dr.Bhim Rao Ambedkar Universities and other Universities.
- ✓ The ICT is used for curricular planning in following three steps –
 - Information seeking
 - Information processing
 - Information retrieving

1.2 Academic Flexibility

- 1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

To make the teaching effective and reflective, students are given valuable training in the form of micro teaching and demonstration of various teaching skills by the concerned faculty member. During this the faculty members provide the fundamental knowledge of keen points of teaching by demonstrating lessons based on various teaching skills with the help of necessary teaching aids.

During micro teaching practice, the observer provides valuable suggestions to the students regarding their weaknesses and strength in teaching to prepare them for future challenges of teaching profession. The students are also encouraged to make maximum use of the technological equipments like LCD Projector, OHP, Computers, Internet, Teaching Aids, Charts and Models etc in their teaching.

- 1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

A comprehensive and flexible time table is prepared by RKCSM in which ample scope of academic and non academic activities is provided. Apart from this, the institute also prepares an academic calendar in which all the forthcoming activities of the session are listed so that the students can prepare themselves timely. Various activities like farewell party, sports meet, seminars, quiz contests, debates on social problems and current issues etc are organized for the providing maximum exposure to the students.

- 1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal and written), ICT skills, Life skills, Community orientation, Social responsibility etc.

For developing communication skills and increasing expressive powers of the students, daily assemblies are held, and semi-weekly, students give speeches on various topics which may include current issues and problems. For developing life skills speech on moral values are given

by teachers and students during the daily morning assembly. Students of the college take active participation in different social services like blood donations, polio prevention, aids awareness, road safety etc.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Inter-disciplinary/Multi-disciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School experience/internship
- vi. Work experience/SUPW
- vii. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

i) Interdisciplinary/Multidisciplinary :-

Teacher education in itself is an inter-disciplinary course. The curriculum of programmes at RKCSM follows both interdisciplinary and multidisciplinary approaches. The students study and exchange their views on various aspects of philosophy, psychology, ICT and educational technology, environmental sciences etc.

ii) Multi-Skill development :-

To develop various skills which are necessary to become an effective teacher and to lead a successful life, various curricular and co-curricular activities are timely organized in the institute. Students are motivated to take active participation for their all round development. They are taken to educational tours, field studies, social awareness rallies, debate and declamations for better understanding and information about various social issues. To enhance the reading skills and general knowledge etc. tutorial time is also diverted to make the maximum use of the library.

iii) Inclusive Education :-

The existing curriculum of B.Ed. has the provision of Education for students with special needs. In which the pupil teacher are taught how to identify and tackle the personal, social, emotional and educational needs of such type of students. Apart from this, the concerned faculty members are also being updated from time to time with the developments in teaching techniques for such students. Preparation of dissertation on inclusive education is also encouraged by the College.

iv) Practice Teaching :-

As per the curriculum and norms of apex bodies, teaching practice of 30 days is mandatory in B.Ed program. As per this provision, our students are required to prepare micro teaching lesson plans, simulation lessons, discussion lessons, and observation and criticisms lessons. Proper feedback is provided to the pupil teacher by peers and observer during teaching practice session.

v) School Experience / internship :-

During micro and macro teaching practice in schools, all the pupil-teachers have to perform the duties assigned by the principal of participating schools. For e.g. organizing morning assembly, taking regular attendance, preparation of report cards, preparation of classroom and school time table and other day-to-day administrative work, besides taking classroom sessions.

vi) Work experience / SUPW:-

For overall development of the pupil teachers various activities like sports meet, cultural programmes, art education, gardening, drawing and painting, interior decoration, campus beautification, etc are carried out from time to time at our College, in which students actively participate. They are also subject to assessment on practical work and sessional files, by their peers. The students are also taught to prepare and handle various hardware and software teaching aids for enhancement of their teaching experience.

vii) Any other :-

Art work files and sessional work files are prepared by the students of B.Ed. on different topics spread across social and political scenarios.

1.3 Feedback on Curriculum

1.3.1 How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

- Periodic feedback regarding teaching learning environment of the institution is taken from the students during the academic session.
- Feedback is also taken from the alumni during the annual meeting of alumni association of the college.
- The institution also has provision to get feedback from the Principal and staff of practicing schools regarding the performance of pupil teachers and the concerned in-charge (faculty member).
- The parents of the students also provide suggestions at the time of admission, functions and other informal meeting which are organized by the institution.
- Self appraisal performa is filled by the staff members to evaluate their own functioning and performance.
- The management of the institution also collects the feedback from the students regarding the overall environment of the institution.

1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

As discussed above in para 1.3.1, the institution has various channels to collect and document responses and feedback on different aspects, which includes curriculum. The students express their opinion on curriculum through response sheets. Oral responses are also considered. Special formats are used for alumni and parents to register their views during interface meetings.

The Management and Advisory committee analyse feedback and prepare response chart and action plans for future use. The Principal, being the head of the institution is responsible for collecting feedback from faculty members through periodic meetings. The Principal processes, prepares and submits the analysis report and present it to the Managing Committee. The Principal reviews the analysis reports and initiates implementations, wherever required. The teachers

collect the exit level feedback from the graduates regarding learning processes after the end of each semester. The inputs are obtained from the stake holders regularly and further used to improvise the overall competency of the students for employability.

- 1.3.3 What are the contributions of the institution to curriculum development? (Member of BOS/sending timely suggestions, feedback, etc.)

Since the College is affiliated to apex bodies (University and NCTE), therefore the prescribed curriculum is followed strictly by the institute. Whenever our opinion on course improvements are invited by the apex bodies, the College shares its views with them and also offers assistance in its implementation.

1.4 Curriculum Update

- 1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The College has been offering B.Ed curriculum since its inception in 2000. Since then, the course curriculum of the teaching programme has been revised periodically by the apex bodies. Although, no significant change has been made by the governing bodies in the subjects or course content of B.Ed. in last 5 years, the College has evolved additional inputs in the syllabi to face the current trends in competitive areas.

Additional skill tests and language tests have been included in the course to enrich the student's practical knowledge and skill base. To make up any deficiencies, the college supplements the university's curriculum by imparting special courses like Personality Development, Campus Recruitment Training, Soft and Communication Skills training to succeed in campus interviews conducted by various companies. And also the Institute encourages the faculty and students to use online resources including courseware, simulation software to improve their learning and research skills.

- 1.4.2 What are the strategies adopted by the institution for curriculum revision and update?

Since the College is affiliated to apex bodies (University and NCTE), therefore the prescribed curriculum is followed strictly by the institute. Whenever our opinion on course improvements are invited by the apex bodies, the College shares its views with them and also offers assistance in its implementation. Please also refer section 1.3 (Feedback).

1.5 Best Practices in curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

For sustaining and enhancing the quality of curriculum, RKCSM engages in different activities like use of latest teaching methodologies (including ICT), providing updates on research opportunities, taking and implementing feedbacks from different sources and participation in extra-curricular activities. The institution has also taken the following steps:

- The institution has significantly improved the library and computer lab facility.
- Different committees have been constituted and staff-members have been made responsible for constant upgradation of educational environment of the College.

1.5.2 What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

At RKCSM, the staff and students gets full support to improve their teaching and overall learning practices by encouraging them to participate in the Orientation/ Refresher Courses/ Workshops/ Seminars organized by different colleges and affiliating university for effective transmission of the curriculum.

To keep the research temper alive in the campus, the faculty members of the College are also motivated to take up research. Faculty members on their own also keep on interacting with various research bodies and participate in various research projects.

Despite the challenge of implementing electronic teaching-aids in the rural area where the College is located and where there is acute shortage in electricity supply, RKCSM has made headways in implementing the ICT (Information and Communication Technology) methods in teaching. The staff is encouraged to change their traditional teaching practice and motivate them to switch over to use modern teaching aids, white boards instead of black boards in the class rooms, use LCD projectors, etc., to effectively translate their thoughts into expressions.

Students, faculty members and other staff of the College are also motivated and apprised to the benefits of professional networking and are advised to keep regularly in touch with their counter parts at the affiliating university and get latest information regarding their own respective

subjects. They are motivated to visit the Parent University time to time so as to keep themselves abreast of the latest trends in the field of study. Further, renowned experts from different fields are also invited to the College from time to time to participate in seminars and disseminate knowledge and experience.

RKCSM also encourages organizing in-house seminars and conferences on selected topics from the curriculum in which the students give their presentation with or without the help of ICT. This practice helps the students to improve their expressive and communication powers.