

CRITERION II : TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile:

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?
 - a) B.Ed. admission process entrance examination which is general and counselling programme for reserved categories are allocated as per the availability of seats. The process is transparent.
 - b) Eligibility to do B.Ed. course for SC, ST, OBC students is 45% reservation.
 - c) The prospectus issued by the college and the list of colleges, with the number of seats.
2. How are the programmes advertised to prospective students about the programme or other similar material of the institution?
 - a) The B.Ed programme is advertised through the entrance test for that programme.
 - b) Information about the College is displayed.
 - c) Advertisement in local news paper, hoarding in the main places, are displayed.
 - d) Detailed information, relevant circulars and notifications regarding admission are also communicated through the college website (www.rkcsml.com)

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

Throughout admission process staff members are allotted duty to monitor implementation of admission decisions/criteria given by the State Government / University. Also, the institution has zero control over the selection of candidates as the admission guidelines are specified by the Apex bodies. However, the institution makes sure that the criteria for admission for each student remain same and equitable in terms of fees, course contents, practical opportunities, extra-curriculars, etc.

4. Specify the strategies, if any, to ensure that the institution admits a diverse student population admitted to the institution, including but not limited to cultural, religious, gender, linguistic, etc.
- a) Giving appropriate career guidance to students to help them in an individual's life.
 - b) Provision of teaching student in Hindi.
 - c) Recruitment of English and Hindi speaking staff.
 - d) By following the guidelines provided by the State Government.
 - e) Inclusion of activities in pre-curricular activities, scholarships, etc. in co-curricular activities.
 - f) Special care of physically challenged students and allotting nearby schools for them. 1 floor
 - g) Provision of separate common facilities for students.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

RKCSM takes care of every aspect as a ladder for students in order to reach their goals and get success of every course, basic knowledge teachers through one to one session, admitted students are given support with the syllabus of the course. Students are made to fill papers for their qualification, specialization, and participation in national organizations, their abilities.

Considering the parameters and institution, each student is given regular classes by the faculty members, his needs are addressed separately to

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The institution has developed a holistic bouquet of facilities and activities which make the learning and development experience of the students all the more productive and enjoyable. The facilities provided to the students are as follows:

- a) State of the art infrastructure which includes hostel, spacious classrooms, vast playground, canteen, eco-friendly garden, zero noise pollution, indoor activities, etc;
- b) Lecture by highly qualified and honourable staff, with provision of support classes;
- c) Providing facilities like internet, audio-visual aids, computers.
- d) Medical facility;
- e) Library comprising latest research journal, encyclopedias, foreign references and plethora of books and reading material;
- f) Fully equipped laboratories like Psychology lab, Science Lab, Language Lab etc;
- g) Curricular and co-curricular activities like model teaching, micro and macro teaching, seminars, scouting camps, educational tours, celebration of national holidays and recognition of other important events like Teachers' day, Jayantis, festivals, etc.

Other Activities

- Spreading awareness about eradication of drug addiction, women empowerment, human rights.
- Youth Festival.
- Daily assembly during which the entire family of RKCSM assembles together at the ground and offers prayers to almighty God, followed by national anthem, meditation and presentation of 'thought of the day' and motivational speech by 2-3 students.

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

Keeping in view the availability of technical and non technical resources, RKCSM caters to the learning needs of the students by identifying weak and strong students and providing them the needed support. The fast learners are given extra challenging work and assignments to utilize their talent and intelligence level while slow learners are given due consideration in the form of remedial classes. Due consideration is also given by the teacher educator in their methodology of teaching. A variety of educational journals, newspapers, magazines and course books are provided in the library to provide latest information of the surroundings.

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 B.Ed. curriculum provides ample scope for student teachers to understand the role of diversity and equity in teaching-learning process. Theoretical part and practical experiences like work experience, co-curricular activities, various camps, seminar and workshops provide a scope to understand and overcome the barriers of diversity and political division. Students are also apprised about the multifariousness and causes of exceptionality through different topics of the B.Ed-curriculum, particularly through the subject titled “Inclusive Education”. In the class room teaching the teaching faculty also uses various teaching methods like lecture method, problem solving method, project method, discussion method, story-telling method etc., according to the diverse needs of the students.

RKCSM also sensitizes its staff and students on issues as gender inclusion, environment etc., by conducting workshops on relevant topics like women empowerment, and women rights. The institution also encourages staff and students to participate environmental awareness programmes in various surrounding villages.

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

Knowledge and sensitivity of teacher educators is ensured by the institution during the process of staff recruitment, monitoring self appraisal report of teachers, remarks by HOD / Principal, evaluating their views given on important topic, feedback taken from students throughout the session.

To ensure that the teachers are doing their jobs properly and needs of the students are being fulfilled, RKCSM also encourages its teachers to equip themselves through further studies, training and research and by engaging themselves in addressing local and social issues.

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?

Student teachers are provided various practices like tutorial, extension lecture, remedial teaching, value oriented education, community work, etc which develops knowledge and skill related to diversity and inclusion. Advanced Learners are given tasks that involve more abstract materials, representations, ideas and applications. They are also assigned tasks that are more complex in resources, research issues and skills or goals and require greater inquisitiveness or manipulation of information, ideas of applying subject matter.

2.3 Teaching-Learning Process

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

RKCSM engages the students through curricular and co-curricular activities as per its time table, whereby it provides following facilities and learning resources to engage the students in active learning:

- (a) Hands on practical experience on computers;
 - (b) Active participation in oral communication and delivering lectures using ICT;
 - (c) Internet and open access facility;
 - (d) Library - equipped with current books, magazines, newspaper, journal, encyclopedia etc.
 - (e) Activities such as seminar, group discussion, guest lecturers, roleplays, micro teaching.
 - (f) Work experience like craft, gardening, and cultural activities.
2. How ‘learning’ is 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?

RKCSM always support teachers to develop skills like interactive learning, collaborative learning and independent learning among the students. The institute provides a well equipped library with huge number of volumes in its stocks and reference materials. Teachers and students are also encouraged to use internet and computer facilities to keep them abreast of the latest developments.

Apart from these various departments conduct a number of activities like seminars, debate and elocution on current issues, group discussion, and quiz. Such activities develop stage courage, skills of expression, thinking power among the students. Student's enthusiasm, involvement and willingness to participate make learning mode more student-centric. Several student-centric participatory learning methods are practiced by the Institution.

Learning is also made student-centric through following programmes which is mandatory for all students:

- (a) Skill development – by adopting new methods of teaching like discussion, brain storming etc.
 - (b) By organizing weekly activities in which 10 groups of student teachers are formed and each group is given responsibility to organize programme on different themes.
 - (c) Other activities like preparing presentation for seminars in computers.
 - (d) Sports, cultural activities and community camp are organized.
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.

The instructional approaches used are – Lecture method, discussion method, role play, brain storming, inquiry training model, interdepartmental seminars. For such seminar the relevant topics of the syllabus are displayed on the notice board in the form of list and the students select the topic of their own interest by consulting the teacher educator. By using the resources of institute they prepare their topics and deliver their seminars with the help of multimedia/ICT. After the presentation cross questions were asked to check the comprehensive knowledge of the presenter. This

unique method increases the skill of utilizing the resources, expression and communication powers among the pupil teachers etc.

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.

There is no such programme provided in B.Ed curriculum to provide additional training in models of teaching. But RKCSM uses various kinds of methodologies and approach to provide effective learning experiences to the student teachers.

1. Pedagogical analysis of the content

In every teaching subject of B.Ed, there is a provision to pedagogical analysis of the given topics in terms of content / subject matter, behavioural outcomes, methods and activities and evaluation devices. Firstly, teacher-educator demonstrates a topic before the student-teachers and then the latter does pedagogical analysis of the topics.

2. Lesson Plans

Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioural terms, division of content matter, dealing with students, controlling classroom activities, using chalkboard etc. are discussed in detail.

- 3. Student-teachers are provided with** adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching-practice in the schools. Before the commencement of micro-teaching lessons, student-teachers are well oriented about the micro-teaching, its concepts, requirements and various teaching skills. Demonstration lesson in each skill and in teaching subject is presented before the student-teachers by the teacher-educators. During this micro-teaching session, every student-teacher prepares and delivers micro lessons which are reviewed and redressed by the teachers.

4. **Besides all this**, the student teachers are well oriented about various kinds of methods and strategies during their theory classes.

5. Does the student teacher use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

For making effective and competent teacher, various teaching skills must be fostered among the prospective teachers. To inculcate various teaching skills among the student-teachers, RKCSM uses micro-teaching technique. Through the effective use of micro-teaching techniques, all the student teachers are well-trained in various teaching skills and then with appropriate integration of these skills, they become good and effective teachers.

The student-teachers are made aware and well-oriented about the concepts, phases and cycles of micro-teaching. Afterwards, detailed information including meaning, component, criteria, observation, etc. is provided to them about each skill. Teacher-educator, then, presents a demonstration lesson on each skill in various teaching subjects. Student-teachers observe this demonstration lesson which is followed by discussions between students and teachers wherein doubts and queries are resolved.

After observing the demonstration lesson, the pupil teachers present micro lessons according to the skill assigned, in the allotted time. Every student delivers eleven (ten practice lessons and one integrated lesson) micro lessons in each teaching subject for practicing the following teaching skills:

- a. Introduction skill
- b. Reinforcement skill
- c. Questioning skill
- d. Black board writing skill
- e. Stimulus variation skill

Every student-teacher delivers one integrated lesson, which is the combined version of the ten lessons delivered during micro teaching. The duration of the integrated

lesson is 35-40 minutes. At the end of the integrated lesson, the strengths and weaknesses are discussed by the peers and teacher educators, who also provide regular and timely feedback for improvement.

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 mechanism, monitoring mechanisms of lesson plans, etc.)

Following is the process of conducting practice teaching (also called macro teaching):

1. Identification of schools for practice teaching:

Following factors are considered while identifying the schools for macro-teaching:

- Proximity of the school;
- Easily accessible for pupil-teachers;
- Availability of the school and medium of instructions thereat;
- Strength of students in the school;
- Basic amenities available at the school;
- Attitude and approachability of the head of the school and courteousness of the school staff.

After identifying the practice school, necessary communications are made with the Principal and staff of the practice school. Subsequently, consent is sought from concerned authorities for teaching practice and permissions are obtained.

2. Division of groups and appointment of mentor teacher:

All student-teachers are oriented about the school environment. Considering the strengths and weaknesses of each student-teacher, they are divided into different groups. Generally, size of a group of student-teachers is kept between 20-25 and once teacher educator acts as their mentor / supervisor.

3. Monitoring and duration of teaching practice:

The smooth and effective functioning of the teaching practice is ensured primarily by the mentor teachers. The Principal of RKCSM visits the school regularly and randomly to observe the conditions and quality of teaching at the school. During his visits, he also meets head of the school, staff members and student-teachers and provides feedback as well. He also observes the difficulties faced by the student-teachers and mentor-teachers at the school and take necessary steps to reduce them.

Teaching practice sessions generally lasts for 20-25 days, in which student-teachers deliver 20 lessons at the school.

4. Process of practice teaching:

4.1 Orientation

Before the commencement of the actual practice teaching at the schools, all the student-teachers are apprised about the rules and regulations of the school, school infrastructure, teaching faculty, time table, curriculum, environment, etc.

4.2 Number of lessons delivered by each student-teacher

During the practice teaching at schools, every student-teacher delivers 22 lessons (20 general lessons and 2 discussion lessons) in each methodology course. One lesson plan is delivered by a student teacher per day, thereby taking the total duration of the teaching practice to 20-25 days, including buffer days.

4.3 Observation of lessons by peers, school teachers; feedback and monitoring

- * Each student-teacher observes 11 lessons, which are delivered by their peers
- * The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lessons. Appropriate suggestions are provided to him / her by their peers, mentor teacher and staff of practicing school.

- * Mentor teacher regularly checks the lesson plan and observe the practice teaching. He writes his comments and suggestions about the lesson in the lesson plan note-book of the student-teachers.
- * Staff of practicing school is also encouraged to observe the lessons delivered by each student-teacher and provide necessary feedback.

Thus the process of practice teaching runs smoothly with the active participation of every student-teacher, staff members and principal of RKCSM and practice schools.

7. Describe the process of Block Teaching / Internship of students in vogue.

Along with practice teaching, student teachers acquire knowledge about the various systems of the school, like, admission procedures, accounts, fee collection, preparation of time table, debates, competitions, etc. They are also encouraged to learn different activities like making and maintaining different registers, taking and recording attendance and participate in various school programmes, daily assemblies, sports activities, celebration of important days, etc.

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

Before the commencement of practice teaching at a school, a brief discussion session is held between the teacher-educators, pupil teachers, staff members and head of the practice school to share their views. School teachers are consulted for distribution of classes and sections, syllabus coverage, attendance system, etc.

Pupil teachers are then asked to plan their lessons as per the requirement and syllabi given by the concerned school teacher. On the basis of time table and teaching topic provided by the school, the lesson plans are prepared and delivered by the students.

Mentor-teacher plays a pivotal role in the process who not only monitors macro-teaching process, but also maintains discipline at the school, and, addresses issues and concerns of pupil teachers and staff of school. Student-teachers are motivated to work in a co-operative manner and self-disciplined environment.

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

To manage the psychological needs of the school students, pupil teachers are well trained with respect to the psychology, stress, emotions and behavior of the school students. The student teachers are prepared to manage the diverse learning needs of school students.

The student teachers are also made aware of child psychology, their needs and difficulties through these subjects. A comprehensive orientation programme is organized by the institution, wherein the students are provided with principles of teaching, maxim of teaching, audio-visual aids, questioning techniques and methods of teaching.

For skill development, micro-teaching is conducted before commencement of practice teaching. Model lessons are organized in all subjects. Detailed instructions are given to trainees about lesson plans, criticism, feedback and peer observations before teaching.

Various social and life skills are developed through games and sports activities, extra-curricular activities, educational tours and seminars among the student-teachers.

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

Student-teachers are trained to use modern technological equipments such as computers, OHP, slide projector, T.V., etc. for making teaching-learning process more effective. Students are also encouraged to use various ICT devices during their practice teaching sessions.

Before asking student-teachers to use various technological devices in their teaching, teacher-educator demonstrates the use of these devices in his lesson and in classroom training. Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipments and make effective lessons.

Following are the initiatives implemented for encouraging student teachers to use technology in practice teaching:

- a) Grading the quality and performance against their peers.
- b) Provision of ICT equipment.
- c) Motivating them through model lesson by staff members and senior students.
- d) Actuating them through Active Learning Methodology.
- e) Oral notes for teaching learning.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Practice teaching session/plans are organized and prepared by incharge of practice teaching, with the help of the staff of concerned school. On the basis of time table, teaching topic and other requirements provided by the school, the lesson plans are prepared and delivered by the pupil teachers.

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

One faculty is sent to supervise 10-15 pupil teachers in a school. Each observes approximately ten pupil teachers per period. The students are divided into groups according to the following criteria:

1. According to the medium (Hindi/English)
 2. According to the teaching subjects chosen by pupil teacher.
 3. According to the location of schools.
 4. According to the requirement of the schools and their availability for teaching practice.
 5. Level of the school i.e., middle, high and senior secondary.
3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Evaluation and suggestion of their teaching is noted in the records and criticism copy for respective student's improvement. On the basis of this feedback, they are advised to improvise on their skills and learning.

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

On the basis of feedback taken from school teachers and supervisor, the educational need of the schools are assessed and enacted. Policies and rules of the schools are also conveyed to such pupil teachers after discussions of faculty members and respective school-principal.

5. How do the students and faculty members of the institution keep themselves updated on the latest trends in school subjects and teaching methods?

On the basis of feedback from students and supervisors, the recent developments in school subjects and teaching methods are assessed. Apart from the information available on internet to keep themselves updated with the latest journals, magazines, news papers and research trends in the field.

6. What are the major initiatives taken by the institution for the professional/career development of the student teachers (e.g. organizing and sponsoring programmes, seminars, etc.)

The institution motivates the student teachers to participate in orientation programmes, refresher courses, workshops and seminars. Other initiatives taken by institution are as follow:-

- a. Organizing and participation in district-level and state-level seminars;

b. Reimbursement of registration fees for attending seminars/workshops once a year to

c. Training on lesson plan development to

d. Staff members for doing further studies

e. : nature of work.

f. Active participation in extra-curricular

g. Health and discounted medical treatment

h. Identified, applauded and rewarded.

i. For expressing and sharing its righteous
which often results in positive contribution

7. How do you reward and motivate staff members for good performance? If yes, give details.

The institute provides necessary infrastructure and other required support to encourage teachers to excel in their teaching. The study centric environment and conducive atmosphere of the institute encourages teachers to prove their mettle.

The teachers are also honored during the annual day celebration. Appropriate rewards and recognition are given for good performance and motivation is provided to produce better performance next time.

2.5 Evaluation Process and Reforms

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

Periodic feedbacks are received from students and staff-members which are statistically analyzed and department wise planning is done to improve the quality of the education. Institution has formulated the following steps to overcome barriers in learning outcome.

- Providing question bank.
 - Addressing the grievances.
 - Providing valued answer booklets to the students after their internal theory and practical examinations.
 - Encouraging students to write in the short and descriptive method.
 - Emphasis on regularity of the students.
 - Extra classes for slow learners and also counseling classes for weak students in the subjects to improve their performance.
 - Periodic evaluation helps in the improvement of learning outcome.
 - Assignments, weekly test, seminar, model examinations etc.
 - Ensuring participation of trainees in co-curricular activities.
2. Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?
 - Internal Assessment - By assignments, weekly test, assessment of seminar, microteaching, co-curricular activities, practice teaching, craft and gardening.

- Evaluation at the end of the course by external examiner appointed by the University - annual teaching exam, psycho-practical tests, project work, etc.
 - Written exams are conducted by the University.
3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The suggestions given to the pupil teachers during their practice teaching help them to bring improvement in the teaching are -

- The feedback given in microteaching
 - Gradation given in seminar after criticism.
 - Gradation given to the pupil teacher in their weekly test exams;
 - In the same way the marks obtained in the model examination and the remarks given help them to bring improvement in their learning process.
4. How ICT is used in assessment and evaluation processes?

Occasionally co-curricular activities are video recorded which gives an opportunity to the students to improve themselves.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

In our institution a new and effective method of learning is performed in the form of 'extension lectures' and 'personality development programme'.

By using extension lectures, students prepare their topics and deliver presentations using multimedia/ICT. After their presentations, they share their comprehensive knowledge and experiences.

This unique method of learning enhances the learning process and significantly improves the performance of the pupil teachers. Teaching and learning by seminar and learning by seminar are one of the best practices.

2. How does the institution ensure the quality of delivery of instruction, including use of technology?

The institution uses various technologies such as projector, PPT and OHP, computer, Laptop etc.

a) Teaching

Interactive teaching approaches like enquiry training model, brain storming, discussion etc.

b) Evaluation –

Internal evaluation is done by continuous and comprehensive approach and also by reviewing video recording.

c) Technology –

- i. Lectures are taken by using DLP, OHP, Laptop etc
- ii. Students survey research-literature on internet, and uses computer software and techniques like word, excel, powerpoint to record, analyse and present data.
- iii. Evaluation of microteaching and other co-curricular activities is also done by reviewing the video recordings.
- iv. Use of OHP/ DLP is encouraged while making presentation in seminars.