

Criteria II- Teaching- Learning and Evaluation (360)

Key Indicator- 2.1 Student Enrollment and Profile (15)

Metric No.	Metric	Weightage														
<p>2.1.1</p> <p>Q_nM</p>	<p><i>Average enrollment percentage of students during the last five years</i></p> <p>2.1.1.1: Number of students enrolled during the last five years</p> <table border="1" data-bbox="393 602 1281 810"> <thead> <tr> <th>Year</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students enrolled</td> <td>153</td> <td>153</td> <td>164</td> <td>136</td> <td>129</td> <td></td> </tr> </tbody> </table> <p align="right">Formula:</p> $\text{Percentage per Year} = \frac{\text{Number of students enrolled for the year}}{\text{Number of seats sanctioned for the year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Document relating to sanction of intake from university • Approval letter of NCTE for intake for all programs • Approved admission list year-wise/ program-wise 📄 Any other relevant information 	Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total	Number of students enrolled	153	153	164	136	129		<p align="center">7</p>
Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total										
Number of students enrolled	153	153	164	136	129											

<p>2.1.2</p> <p>Q_nM</p>	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years</p> <p>2.1.2.1: Number of students enrolled from the reserved categories during the last five years</p> <table border="1" data-bbox="410 420 1328 745"> <thead> <tr> <th>Year</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students enrolled from reserved categories</td> <td>50</td> <td>69</td> <td>66</td> <td>58</td> <td>45</td> <td></td> </tr> <tr> <td>Seats earmarked for reserved categories</td> <td>67</td> <td>49</td> <td>69</td> <td>68</td> <td>68</td> <td></td> </tr> </tbody> </table>	Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total	Number of students enrolled from reserved categories	50	69	66	58	45		Seats earmarked for reserved categories	67	49	69	68	68		<p>6</p>
Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total																	
Number of students enrolled from reserved categories	50	69	66	58	45																		
Seats earmarked for reserved categories	67	49	69	68	68																		
	<p><i>Percentage per Year = $\frac{\text{Number of students enrolled from reserved categories for the year}}{\text{Number of seats earmarked for reserved categories for the year}}$</i></p> <p>Formula:</p> <p style="text-align: right;">X 100</p> <p style="text-align: center;"><i>Aggregate Percentage = $\frac{\sum \text{Percentage per year}}{5}$</i></p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) • Final admission list published by the HEI • Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year • Any other relevant information 																						

<p>2.1.3</p> <p>Q_nM</p>	<p>Percentage of students enrolled from EWS and Divyangjan categories during the last five years</p> <p>2.1.3.1:Number of students enrolled from EWS and Divyangjan categories during the last five years</p> <table border="1" data-bbox="410 420 1331 745"> <thead> <tr> <th>Year</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students enrolled from EWS and Divyangjan categories</td> <td>2</td> <td>3</td> <td>19</td> <td>3</td> <td>1</td> <td>28</td> </tr> </tbody> </table> <p style="text-align: right;">Formula:</p> $\text{Percentage} = \frac{\text{Total number of students enrolled from EWS and Divyangjan categories during the last five years}}{\text{Total number of students enrolled during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Certificate of EWS and Divyangjan • List of students enrolled from EWS and Divyangjan • Any other relevant information 	Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total	Number of students enrolled from EWS and Divyangjan categories	2	3	19	3	1	28	<p>2</p>
Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total										
Number of students enrolled from EWS and Divyangjan categories	2	3	19	3	1	28										

Key Indicator- 2.2 Honoring Student Diversity (30)

Metric No.	Metric	Weightage
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<p>2.2.1 Q₁M</p>	<p><i>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</i></p> <p>At the entry level, the institution conducts a need analysis survey to identify the learning needs of students and their readiness to undergo teacher education programme. A test consists of 20 items from teaching aptitude and general education is given to prospective teachers at entry level. From the analysis of data, student teachers who lack teaching aptitude are identified and the mentor teachers are informed. Mentor teachers take proper measures to enhance the teaching skills and attitude of student teachers.</p> <p>The one-to-one interview at the time of admission procedure and with the mentor teacher in charge help to assess the entry level assessment of the learning readiness and to identify the learning needs of the student teachers.</p> <p>The induction programs and bridge courses help to identify the learning needs and to create learning readiness among the prospective teachers.</p> <p>Theory courses like Education in contemporary India, understanding disciplines and subjects, Perspectives on Education), will inculcate a strong philosophical foundation in education, the field visits and tasks and assignments related to history of pioneer educational institutions will enhance the attitude of prospective teachers towards teaching profession. Psychological foundation courses like Development of the learner and Facilitating learning will provide proper awareness and systematic understanding about the psychological and learning needs of learners and the adolescent problem survey, case study, sociometry, study habit inventory and learning style inventory will help prospective teachers</p>	<p>8</p>
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to apply the learning in their field and hence will nurture the teaching aptitude and attitude. Theoretical foundation courses and Pedagogical foundation courses will accelerate the momentum to foster teaching skills and aptitudes among student teachers. Academic Mentoring activities like lesson plan discussions, micro teaching sessions, criticism classes, thought for the day programs, cultural programs, various club activities, book reviews, field visits, community living programs, extension activities, community-oriented programs, teaching practice and internship programs are designed such that the needs of student teachers are properly addressed. ICT workshops, training in assessment practices, yoga workshops, sports events add to the fostering teaching skills and competencies of prospective teachers. The institution conducts seminars and workshops, professional competence enhancing programs like Reading and reflecting on texts, yoga, health and physical education, workshops on teacher enrichment, workshop on art and drama, workshop on critical understanding of ICT, Programme on Understanding the self and SUPW to enhance the competencies of prospective teachers through addressing their needs.

Tutorial groups will discuss the concerns of student teachers and proper remedial measures will be taken by the institution. If need arises, remedial teaching is offered by the faculty members after the college working hours to student-teachers who are in need. To make our students techno-smart, the institution provides training in online digital classrooms like MOODLE, Google classroom, Edmodo etc., video conferencing tools like Google meet, Zoom etc ,online assessment tools like Google forms, Quizizz, Kahoot, Socrative, Testmoz etc. All these activities are properly monitored by the mentor teachers. These collaborative efforts address the needs of student teachers and help the prospective teachers to equip themselves with professional excellence.

	<p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Documents showing the performance of students at the entry level • Any other relevant information 	
<p>2.2.2 Q_nM</p>	<p><i>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</i></p> <ol style="list-style-type: none"> 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 Divyangjan) 7. Multilingual interactions and inputs <p>Indicate the one/s applicable : All Seven</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Relevant documents highlighting the activities to address the student diversities • Reports with seal and signature of Principal • Photographs with caption and date, if any • Any other relevant information 	<p>8</p>

<p>2.2.3</p> <p>Q_nM</p>	<p><i>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</i></p> <ol style="list-style-type: none"> 1. No Special effort put forth in accordance with learner needs 2. Only when students seek support 3. As an institutionalized activity in accordance with learner needs 4. Left to the judgment of the individual teacher/s 5. Whenever need arises due to student diversity <p>Indicate the one applicable : 5</p> <p>Upload</p> <ul style="list-style-type: none"> • Relevant documents highlighting the activities to address the differential student needs • Reports with seal and signature of the Principal • Photographs with caption and date • Any other relevant information 	<p>8</p>
<p>2.2.4</p> <p>Q_nM</p>	<p><i>Student-Mentor ratio for the last completed academic year</i></p> <p>2.2.4.1:Number of mentors in the Institution : 19</p> <p>Formula:</p> <p>Number of mentors: Number of students 1:15</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Relevant documents of mentor-mentee activities with seal and signature of the Principal • Any other relevant information 	<p>6</p>

Key Indicator - 2.3 Teaching- Learning Process (70)

Metric No.	Metric	Weightage
<p>2.3.1</p> <p>Q₁M</p>	<p><i>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</i></p> <p>The institution adopts multiple modes of teaching –learning approaches for effective content transaction and to address the learner diversities. The approaches used consistently and effectively are the cooperative and collaborative activities, experiential learning, participative learning, problem solving method, brainstorming, focused group discussion, panel discussion, online learning etc.</p> <p><i>Experiential learning:</i> Experiential learning is an engaged learning process whereby students ‘learn by doing’ and by reflecting on the real experience. Experiential learning activities for B.Ed. and M.Ed programmes includes Internship, Field trip, Yoga, ICT workshop, hands on experience of subject labs etc. Tasks and assignments like sociometry, adolescent problem survey, case studies of children as well as educational institutions, interviews with parents etc provide field experience for the prospective teachers.</p> <p><i>Participative learning:</i> Participatory learning which ensures learning in an interactive manner and makes use of a variety of teaching methods, roles and relationships based on the needs of the learner and desired outcomes. The prospective teachers at B. Ed level actively participate in community survey, field visit and excursion, cultural programmes etc as part of</p>	<p align="center">10</p>

participative learning. The participatory learning strategies for M.Ed program are peer teaching, cooperative learning, teamwork skills in the context of participation in research proposal preparation, tool development, data collection and analysis, research reporting etc.

Brainstorming: Use of brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Brainstorming techniques used while transacting the theory papers for both B.Ed and M.Ed encourages new ideas among student teachers which would never have happened under normal circumstances. The thrust for postgraduate teaching should be self-directed learning with equal participation by all teacher educators in academic discussion while brainstorming as a tool for teaching learning.

Focused group discussion: Use of focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. In B.Ed. classes, focus group discussion method used as a group learning experience with 45 minutes duration, the instructor as the moderator. The whole class will be divided into small groups and effective discussions are conducted for the proper content transaction and also to enhance the skills and competencies of learners and to address the diversified needs. Research scholars and prospective teacher educators often asked to conduct focus groups as an efficient way to address a research problem.

Online modes of teaching: Moodle Learning Management System is the learning platform of the institution that allows better cooperation among faculty members, student teachers and teacher educators to provide interactive and stimulating learning experiences. Gnomio and Xeted platforms are used for college LMS. Google classrooms were used by the

teacher educators even before covid pandemic for providing an effective flipped learning experience.

The above mentioned innovative approaches have helped in providing a variety of learning experiences to the students. Improvement of academic progress is monitored through continuous internal assessment, tasks and assignments and other activities and project reports.

Upload

- Course wise details of modes of teaching learning adopted during last completed academic year in each programme
- Any other relevant information

2.3.2 *Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), SwayamPrabha, e-Learning Resources and others during the last five years*

Q_nM

10

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

Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total
Number of fulltime teachers integrating ICT for effective teaching with LMS	18	13	16	10	4	

Formula:

$$\text{Percentage} = \frac{\text{Total Number of full-time teachers using ICT during the last five years}}{\text{Total number of full-time teachers during the last five years}} \times 100$$

Upload

- Data as per Data Template
- Link to LMS
- Any other relevant information

<p>2.3.3</p> <p>Q_nM</p>	<p><i>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</i></p> <p>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</p> <table border="1" data-bbox="394 491 1321 575"> <tr> <td data-bbox="394 491 964 575">Number of students using ICT support for learning</td> <td data-bbox="964 491 1321 575"></td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of students using ICT support for learning}}{\text{Total number of students on-rolls during the last completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Programme wise list of students using ICT support • Documentary evidence in support of the claim • Landing page of the Gateway to the LMS used • Any other relevant information 	Number of students using ICT support for learning		<p>10</p>
Number of students using ICT support for learning				
<p>2.3.4</p> <p>Q_nM</p>	<p><i>ICT support is used by students in various learning situations such as</i></p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Indicate the one/s applicable : ALL SIX</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations • Geo-tagged photographs wherever applicable • Link of resources used • Any other relevant information 	<p>8</p>		

<p>2.3.5</p> <p>Q₁M</p>	<p><i>Continual mentoring is provided by teachers for developing professional attributes in students</i></p> <p>The institution follows a mentoring system to guide the student teachers in academic matters and also to establish a cordial student -teacher relationship both inside and outside the institution. All the faculty members act as mentors to the students allotted to them. The objectives of mentoring system of the institution includes</p> <ul style="list-style-type: none"> ● Work in teams to overcome the challenges of students with respect to the successful completion of course and help the students to understand the opportunities within the institution for the smooth transition to professional life. ● To give guidance for weaker performers to balance with the curriculum, co- curricular activities and personal issues in their life. ● To establish and provide a modeling system for enhancing the teaching skills, adorn the conduct of self with peers and authorities and to ensure regularity and punctuality in students. ● To keep the students acquired with recent development in education and life. <p>Institution satisfies these objectives through well-structured mentoring system followed by the institution which includes four phases</p> <ul style="list-style-type: none"> ● PHASE 1 The teacher in charge of the mentoring system, selected by the staff council, collects the list of total number of students in an academic year and allot the students to the mentors. ● PHASE 2 Convene meeting of all the mentors for distributing the list of mentees and for giving guidelines regarding the conduct of meetings with the mentees. ● PHASE 3 The mentors in charge of each small group meet their mentees and develop a rapport with the 	<p>8</p>
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students through personal conversation and collect details regarding their academic and family background. The students are free to meet their mentors in person when they need assistance and guidelines in academic matters as well as in personal issues and problems.

- PHASE 4 Obtaining feedback from the mentees periodically and discussing their suggestion with fellow faculty members and teacher in-charge of the mentoring system. With the consent of the Head of the Institution, the creative and productive suggestions put forward by the students are being implemented for attaining the objectives of the mentoring system.



The mentors are diligent in communicating with each mentee and also empowering and helping them through timely and constructive feedback. As a part of empowering students for professional and personal development, the institution organizes various programmes which actualize self-expression, self-directedness, effective communication and problem-solving ability of students. The mentor teacher monitors all activities of the mentees assigned to them, which helps to provide individual attention and to cater to the learner needs and constructive feedback is provided to enhance their skills and values.

The mentor teachers enhance the professional skills of prospective teachers through microteaching, link practice, discussion lessons, demonstration lessons, criticism and through mentoring during teaching practice and internship. Mentor teachers also give guidance regarding course specific outcomes, programme outcomes, professional goals, career opportunities and advancement, career ethics, integrity and morale essential for professional growth. Research mentoring is given for M Ed students and PhD Scholars.


	<p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	
<p>2.3.6</p> <p>Q_nM</p>	<p><i>Institution provides exposure to students about recent developments in the field of education through</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable : All Six</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence in support of the selected response/s • Reports of activities conducted related to recent developments in education with video graphic support, wherever possible 🎥 Any other relevant information 	<p>8</p>
<p>2.3.7</p> <p>Q₁M</p>	<p><i>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</i></p> <p>The intellectual abilities, creativity, innovative thinking, critical thinking, reflective thinking, empathy, life skills, cooperation, community centeredness etc of prospective teachers are nurtured by the institution through the effective implementation of wide variety of activities like programmes to enhance professional competencies (EPC Programmes), club activities, workshops, community living camp, extension activities, community service programmes etc. The main highlights are the club activities and specially designed programmes to improve professional competency and the result of these programmes are reflected through the innovative practices the prospective teachers are performing at practice teaching schools which proves the utility and field application.</p>	<p>16</p>

Teachers are social engineers and the orientation and training they get from teacher education institution acts as the back bone for their professional development. Hence the institution designed EPC (Enhancing Professional Competency) programmes to enhance the professional competency of prospective teachers throughout the four semesters. During the first semester, EPC on reading and reflecting texts promotes the reading comprehension ability, critical thinking skills, reflective thinking skills and collaborative skills of prospective teachers. This also help the prospective teachers to understand difference in language usage in different learning-teaching-evaluation contexts through analysing the text book language, class room interaction language, language used in question papers etc. During the first semester itself, the prospective teachers are trained to prevent life style diseases through EPC programme on Yoga and health education. This help to develop physical health and mental well being. During second semester, IT orientation workshops and teaching aid preparation workshops are conducted along with micro teaching, link practice and criticism sessions to enhance the professional competencies of prospective teachers. During third semester, Art and Drama workshop, intense training on physical education and yoga are given and community living camp and field trips are organised to nurture the skills and competencies among prospective teachers. During fourth semester, programmes on understanding the self and critical understanding of ICT are conducted to ensure that the professional competencies are equipped by the prospective teachers to address the needs of 21st century learners.

The Four days residential community living camp for 30 hours is conducted every year with the aim of learning to live together, impart personal values and enhance democratic living, managing events, division of labour and dignity of labour and through the prospective teachers are enabled to live cooperatively, able to enhance their empathy, life skills etc. To develop critical thinking about issues related to field of education, sessions by experts are arranged during community living camp. Cultural

	<p>events are arranged to exhibit the talents of prospective teachers. Community service oriented activities like ‘Nilayanam’- river cleaning campaigns will inculcate social responsibility and positive attitude towards environment protection. Sessions like education theatre, folk songs and other art forms will help to enhance the creativity, innovativeness and positive attitude among prospective teachers. The four day community living camp under the effective monitoring of teacher educators of the institution help to promote social accommodation, broaden mental abilities and enhance empathy, life skills, creativity and innovativeness among prospect</p> <p>Upload</p>	
	<ul style="list-style-type: none">  Documentary evidence in support of the claim  Any other relevant information 	

Key Indicator- 2.4 Competency and Skill Development (100)

Metric No	Metric	Weightage
<p>2.4.1</p> <p>Q_nM</p>	<p><i>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</i></p> <ol style="list-style-type: none"> 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) <p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence in support of the selected response/s • Reports of activities with video graphic support wherever possible  Any other relevant information 	<p>10</p>

<p>2.4.2</p> <p>Q_nM</p>	<p><i>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</i></p> <ol style="list-style-type: none"> 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 	<p>10</p>
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	<p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Reports and photographs / videos of the activities • Attendance sheets of the workshops/activities with seal and signature of the Principal • Documentary evidence in support of each selected activity • Any other relevant information 	
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<p>2.4.3</p> <p>Q_nM</p>	<p><i>Competency of effective communication is developed in students through several activities such as</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Details of the activities carried out during last completed academic year in respect of each response indicated • Any other relevant information 	<p>5</p>
<p>2.4.4</p> <p>Q_nM</p>	<p><i>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</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template 	<p>8</p>
	<ul style="list-style-type: none"> • Samples prepared by students for each indicated assessment tool • Documents showing the different activities for evolving indicated assessment tools • Any other relevant information 	

<p>2.4.5</p> <p>Q_nM</p>	<p><i>Adequate skills are developed instudents for effective use of ICT for teaching learning process in respect of</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable :All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence in support of each response selected • Sample evidence showing the tasks carried out for each of the selected response • Any other relevant information 	<p>8</p>
<p>2.4.6</p> <p>Q_nM</p>	<p><i>Students develop competence to organize academic, cultural, sports and community related events through</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Documentary evidence showing the activities carried out for each of the selected response • Report of the events organized • Photographs with caption and date wherever possible 📷 Any other relevant information 	<p>8</p>

<p>2.4.7</p> <p>Q_nM</p>	<p><i>A variety of assignments given and assessed for theory courses through</i></p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Indicate the one/sapplicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Samples of assessed assignments for theory courses of different programmes • Any other relevant information 	<p>7</p>
<p>2.4.8</p> <p>Q_iM</p>	<p><i>Internship programme is systematically planned with necessary preparedness</i></p> <p>The institution conducts internship programs in a systematic manner for both B.Ed and M.Ed students. For B.Ed course, the duration of internship programme is 16 weeks which is conducted during the third semester and for M.Ed course, the internship program is conducted in two spells, during second and third semester. The entire programme is planned and executed by the institution in a meticulous manner.</p> <p>The internship of B.Ed program is scheduled as per the NCTE Regulations, the selection/ identification of schools for internship will be made on student request within a radius of 8kms from the institution. The faculty-in- charge of the internship programme, orient the student teachers on the significance of practice teaching program and detail the responsibilities expected of them. The methodology teachers make necessary planning of the internship programme for the academic year after consultation with the Heads/ Principals of practice teaching schools and head of the</p>	<p>8</p>



parent institution. The faculty-in-charge, visit the allotted practice teaching schools to inform them about the internship. The school staff and mentor teachers are actively involved in the preparation of practice teaching plans. They are involved in planning the managerial part of the programme, in guiding students before and after the classes and interacting with the college faculty after the programme. On allotment of practice teaching schools, the student teachers are sent to the respective institutions and the mentor teachers provide the content and assign classes for them. The student teachers prepare lesson plans and the necessary instructional aids and get them verified by both the methodology teachers and the mentor teachers before transacting the lessons. Constructive feedback is given by mentor teachers after the completion of each lesson. Student teachers are allowed to observe classes of peers, the mentor teachers and other school teachers. The methodology teachers visit schools frequently, observe classes of assigned students and consult with mentor teachers regarding the performance of the student teachers and their feedback is noted. The Head/ Principal of the school monitor the overall behavior and conduct of the student teachers during the entire internship programme. Knowledge gained from the theory courses on Child psychology, Classroom management and Communication skills help student-teachers to plan teaching learning experiences according to the diverse learning needs of the learners. ICT training, training in pedagogy and methodology and Workshops on instructional aid construction helps trainees to excel in their teaching and provide variety of learning experiences to the learners. The student teachers actively organize youth festivals, sports activities, lab and library arrangements, innovative and creative works during the internship program.

	<p>The M.Ed internship is conducted in two spells. The first internship is during the second semester which focuses on core papers and the second internship, which is conducted during third semester focuses on optional subjects. Prospective teacher educators are assigned with different teacher educational institutions and the mentor teachers of parent institute and host institute monitors the entire process and they provide constructive criticisms for improvements. These internship activities polish the professional skills of trainees and gives firsthand experience in the field.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in support of the claim • Any other relevant information 	
<p>2.4.9 Q_nM</p>	<p><i>Average number of students attached to each school for internship during the last completed academic year</i></p> <p>2.4.9.1 :Number of final year students during the last completed academic year</p> <p>2.4.9.2 : Number of schools selected for internship during the last completed academic year</p> <p>Formula:</p> <p>Number of final year students: Number of schools selected</p>	<p>5</p>
	<p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Internship certificates for students from different host schools • Copy of the schedule of work of internees in each school • Plan of teacher engagement in school internship • Any other relevant information 	

<p>2.4.10</p> <p>Q_nM</p>	<p><i>Nature of internee engagement during internship consists of</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable All</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Sample copies for each of selected activities claimed • School-wise internship reports showing student engagement in activities claimed • Wherever the documents are in regional language, provide English translated version • Any other relevant information 	<p>8</p>
<p>2.4.11</p> <p>Q_tM</p>	<p><i>Institution adopts effective monitoring mechanisms during internship programme.</i></p> <p>The internship programme is effectively monitored through the collaborative efforts of mentor teachers of parent institute and the host institute. The heads of parent institute and host institute also supervises the monitoring mechanism. Rubrics for assessment of the teacher trainee is developed by the parent institution and based on this, an evaluation preforma is developed and sent to each host institution. The teacher trainees are assessed based on the quality of their lesson plan, content transaction, professional skills and overall teacher effectiveness and performance.</p>	<p>8</p>

The methodology teachers, who are the mentors from parent institution evaluates the lesson plans and teaching aids and resources before the trainees are sent for internship. The mentor teacher in concerned schools also evaluates the lesson plans, teaching aids and other resources before the execution in classroom. Throughout the internship programme the teacher trainee is under the constant monitoring and guidance of mentor teachers of both parent and host institution. The mentor teacher of host institution observes all classes of the teacher trainees, gives constructive feedback and does the assessment. The concerned methodology teachers periodically visit the practice teaching schools and get acquainted with the teaching-performance of the student teachers through discussions with Head of the schools and the mentor teachers. The mentor teachers of parent institution also observe the classes of teacher trainees, give constructive feedback and do the assessment.

During the B.Ed internship programme, the student teacher is expected to take a total of 60 lessons in each methodology course and orienting them towards their duties and tasks to be undertaken while in schools. Student teachers are informed about the criteria and expectations of each curricular and co-curricular activity conducted during the entire internship programme. At least fifteen lessons of each student teacher are officially supervised by the methodology teacher. The methodology teachers from teacher education institution evaluate the student teachers curricular and co-curricular teaching competencies during their visit to the practice-teaching schools and they give immediate individual constructive criticism. Student teachers also receive personal feedback from the peers who observe their classes. Student teachers engage in self-reflection and maintain a Reflective journal, which is a diary of reflection on his/her own lessons, also provides valuable feedback on their performance. After the internship programme, feedback on the performance of the student



	<p>teachers is given by the concerned mentor teachers by filling up an evaluation proforma provided by the institution.</p> <p>During first internship the prospective teacher educator has to complete 10 lesson plans and during second internship ... lesson plans. The mentor teachers of parent institute evaluate the lesson plans, resources and teaching aids in advance and do the assessment. The mentor teachers of host institute also evaluate the same. The classes of prospective teachers are monitored and assessed by the mentor teachers of host institution and the mentor teachers of parent institution interacts with teachers of host institute and collaboratively do the monitoring process. The curricular and co curricular activities of prospective teacher educators are monitored throughout the process of internship by the mentor teachers.</p> <p>Upload</p> <ul style="list-style-type: none">  Documentary evidence in support of the response  Any other relevant information 	
<p>2.4.12</p> <p>Q_nM</p>	<p><i>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</i></p> <ol style="list-style-type: none"> 1. Self 2. Peers(fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School*Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Assessment criteria adopted by each of the selected persons(For Bachelor and PG Programmes as applicable) • Two filled in sample observation formats for each of the claimed assessors • Any other relevant information 	<p>7</p>

<p>2.4.13</p> <p>Q_nM</p>	<p><i>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable : All</p> <p>Upload</p> <ul style="list-style-type: none"> • Format for criteria and weightages for interns' performance appraisal used • Five filled in formats for each of the aspects claimed • Any other relevant information 	<p>8</p>
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Key Indicator- 2.5 Teacher Profile and Quality (30)

Metric No.	Metric	Weightage
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<p>2.5.1</p> <p>Q_nM</p>	<p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of full-time teachers during the last five years}}{\text{Total number of sanctioned posts of teachers during the last five years}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal • English translation of sanction letter if it is in regional language 🎬 <p>Any other relevant information</p>	<p>9</p>						
<p>2.5.2</p> <p>Q_nM</p>	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1: Number of full time teachers in the institution with Ph.D. degree during the last five years</p> <table border="1" data-bbox="397 1123 1323 1302"> <thead> <tr> <th>Year(Block)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of full-time teachers with Ph.D. Degree</td> <td>(n)</td> </tr> <tr> <td>Number of full-time teachers during the last five year</td> <td>(N)</td> </tr> </tbody> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Total number of full-time teachers with Ph.D degree during the last five years (n)}}{\text{Average number of full time teachers during the last five years}^{(N)}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Certificates of Doctoral Degree (Ph.D)of the faculty • Any other relevant information 	Year(Block)	Total	Number of full-time teachers with Ph.D. Degree	(n)	Number of full-time teachers during the last five year	(N)	<p>8</p>
Year(Block)	Total							
Number of full-time teachers with Ph.D. Degree	(n)							
Number of full-time teachers during the last five year	(N)							

<p>2.5.3</p> <p>Q_nM</p>	<p><i>Average teaching experience of full time teachers for the last completed academic year</i></p> <p>2.5.3.1:Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <table border="1" data-bbox="391 415 1297 541"> <tr> <td data-bbox="391 415 1027 541">Total number of years of teaching experience of full-time teachers for the last completed academic year</td> <td data-bbox="1027 415 1297 541"></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total number of years of teaching experience for the last completed academic year}}{\text{Total number of full time teachers for the last completed academic year of full-time teachers}}$ <p>Average teaching experience =</p> <p>Upload</p> <ul style="list-style-type: none">  Copy of the appointment letters of the fulltime teachers  Any other relevant information 	Total number of years of teaching experience of full-time teachers for the last completed academic year		<p>7</p>
Total number of years of teaching experience of full-time teachers for the last completed academic year				
<p>2.5.4</p> <p>Q₁M</p>	<p><i>Teachers put-forth efforts to keep themselves updated professionally</i></p> <p>The institution always motivates and encourages the meritorious progress and achievements of the faculty members both personally and officially.</p> <p>The institution motivates teacher educators to participate in faculty development programmes, orientation programmes and refresher courses which helps the teachers in getting acquainted with the new teaching methodologies and professional skills. The notifications are shared through official whats app groups and encourage teachers to participate in different seminars, webinars, conferences and workshops.</p> <p>The ICT workshops conducted by the institution helps to orient teacher educators towards technology-mediated learning and exposure to a variety of online instructional resources help the teachers to keep track of recent developments in the educational field. The expertise of team from</p>	<p>6</p>		

Central University of Kerala as well as the expertise of own faculty member Dr. K.S. Sajan were made use of by the institution. Institution also organizes Faculty development programs for teachers of other institutions and for those who are interested in technology.

The institution encourages teacher educators to involve in preparation and revision of curriculum at various levels of teacher education and this helps the faculty members to keep abreast of the recent developments in teacher education programme, school curriculum and recent teaching methodologies. Institution conducted curriculum revision workshops in collaboration with board of studies, Calicut University.

Institution provides necessary support for the faculty to do research leading to Ph.D. and to take up Major and Minor research projects funded by agencies like UGC, ICSSR etc. Institution also encourages the faculty members to publish papers in different journals, magazines and books.

The institution also permits the faculty members to act as resource persons in Seminars, webinars, Conferences and Workshops organized by National bodies and various institutions at National and International level. Institution also provides library resources and technology resources to help the faculty members to keep pace with recent developments by referring to e-books and e-journals.

The expertise of experienced faculty of the institution and from renowned educational institutions are utilized in the form of lecture series, demonstration classes and workshops which provide updated information about the educational developments. The institution organized a national level seminar on NEP 2020 when the draft was published. After the publishing of NEP 2020, the institution made use of the expertise of its own faculty, Dr. Suresh Kumar K, to conduct a national webinar on the same. The institution takes initiative to make the teacher educators to be

	<p>oriented towards changes in professional development assessment also. In this regard, Dr. Sunil Kumar A.S. of the institution gives frequent orientation in service matters for the faculty.</p> <p>The institution organized Links are also provided to the websites of important agencies and departments like UGC, NCTE, NCERT, and MHRD which help the faculties have easy access to the policies and acts to the recent developments in education. College website, social media platforms and college youtube channel disseminates the information with public</p> <p>In these respects, the institution promotes in house discussions on current development and issues in education as well as share information with other institutions and public.</p> <p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence to support the claim • Any other relevant information 	
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Key Indicator- 2.6Evaluation Process (25)

Metric No.	Metric	Weightage
2.6.1 Q ₁ M	<p><i>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</i></p> <p>Assessment of students for each subject are done by internal continuous assessment and end semester examination. Internal assessments are conducted throughout the semester. In addition to the traditional evaluation measures such as unit tests, term end examinations and model examinations the institution ensures student learning through various continuous evaluation measures such as:</p>	5

Surprise tests: Such tests are usually given immediately after the completion of a unit/topic. It really helps us to evaluate how far student teachers are following the subject matter. The test scores are used to assess their learning progress as well as the learning needs of the learner. Moreover, it helps in evaluating teaching strategy also. Usually, short answer type questions are given for these tests.

Lesson summary presentations: At the end of a lecture hour, students are asked to write the class summary on a piece of paper. Usually, 10 minutes are given for the purpose. The answers are collected and evaluated.

Evaluation on the basis of participatory activities: Group discussions, brainstorming sessions, debates, panel discussions etc. are used as modes of transaction of content. The performance of students in all these activities is evaluated. Moreover, the reports prepared by students are given grades based on their performance.

Evaluation based on Task and Assignments: The tasks and assignments are thoroughly valued and scores are awarded based on the quality of the task. The institution provides chances of re-submission for the learners, those who failed to submit the task successfully.

Evaluation based on class seminars: Topics to be taken are given earlier for seminars. Students have to refer books or other means to prepare the seminar papers. Then they have to present seminars during class hours. The concerned teachers evaluate the seminar sessions as well as the prepared seminar papers.

The ratio of internal to external examination for theory courses in B.Ed programme is 20:80. The internal evaluation of theory courses are based on predetermined transparent system involving periodic unit tests, tasks and assignments and college-based practicums. Internal

	<p>assessment for yoga, health education, microteaching, peer discussion, peer criticism, workshop on teacher enrichment, initiatory school experience, school internship, art and drama workshop, community living camp, ICT workshop, field trip etc also contributes to the internal assessment. For, M.Ed course, the internal assessment consists of assignments, seminars, test papers, internship, peer teaching, field visit, research work, yoga and ICT workshop.</p> <p>In order to ensure transparency of the internal evaluation process, student teachers are made aware of the criteria/ indicators of assessment well in advance and the internal assessment marks awarded to the students in each theory and practical course are published on the notice board at least one week before the commencement of external examination so as to enable the students to report and to do the necessary corrections if needed. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the institutional evaluation committee level. The consolidated mark lists of all courses of a semester are submitted to the university immediately after the closure of each semester.</p>	
	<p>Upload</p> <ul style="list-style-type: none"> • Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal • Any other relevant information 	

<p>2.6.2</p> <p>Q_nM</p>	<p><i>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</i></p> <ol style="list-style-type: none"> 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 <p>Indicate the one/s applicable : ALL FIVE</p> <p>Upload</p> <ul style="list-style-type: none"> • Copy of university regulation on internal evaluation for teacher education • Annual Institutional plan of action for internal evaluation • Details of provisions for improvement and bi-lingual answering • Documentary evidence for remedial support provided • Any other relevant information 	<p>8</p>
<p>2.6.3</p> <p>Q_iM</p>	<p><i>Mechanism for grievance redressal related to examination is operationally effective</i></p> <p>The institution has a well- structured and well -functioning grievance redressal cell to resolve the grievances among students. The cell gives special attention to concerns and grievances related to internal and external examinations. Students can report their inconveniences, distress or complaints related to internal examination and its evaluation through grievance redressal system functioning in the college.</p> <p style="text-align: center;">Student teachers are free to report their grievances to their mentor teacher and if students don't take initiative, concerned teachers ask if there is any grievances about internal marks. If there are any genuine grievances, the concerned teacher will resolve the grievance at the teacher-level.</p> <p style="text-align: center;">In addition to this, A grievance box is kept in the college library. The students are free to write their grievances related to systematic and</p>	<p>7</p>

periodic evaluation mechanisms followed by the institution and put it in the box provided for addressing their grievances. The box is opened every month by the grievance redressal committee and the grievances are tackled in the most judicious manner. If the students are unable to appear for the institution level internal examination or model examinations in the scheduled date, if the grievance is genuine, the institution provides provision for retest for those according to the convenience of the student and the concerned subject teacher and also the marks of the retest are considered for internal evaluation. Grievances related to the internal marks of the students are initiated to be resolved within the committee in the presence of the respective subject teacher immediately after publishing the internal marks in the college notice board and on or before uploading the same on the University website. If the complainant is not satisfied, a higher-level committee comprising the Head of the institution discusses the matter in detail and get resolved effectively.

In the case of external examination, also, if there are any grievances are there from students' part, the institution takes initiative to report it to university and takes necessary follow up to resolve the issue.

During the time of remote learning, the internal marks for each subject were informed the students personally by the teachers-in-charge of each subject. The grievances if any, are resolved and after that the internal marks are uploaded to university website.

Upload

- Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal
- Any other relevant information

<p>2.6.4</p> <p>Q₁M</p>	<p><i>The institution adheres to academic calendar for the conduct of Internal Evaluation</i></p> <p>An academic calendar helps students, faculty and staff members to remember the important dates and activities in an academic year and it is essential for effective planning and implementation of any program. The institution is affiliated to Calicut University and hence the institution has to follow the academic instructions of the University. Even then, the institution prepares its own academic calendar at institution level following the instructions of the university. The academic calendar of the college is prepared by the academic monitoring cell in coordination with all the teacher educators under the supervision of head of the institution in line with the academic calendar prepared by the University. There are separate academic monitoring cells for B.Ed and M.Ed programmes. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co-curricular activities in a very systematic manner so that tasks are executed smoothly throughout the year. The practice teaching session is scheduled in consultation with the heads of the practice teaching schools, faculty and administrative staff, without disturbing their curricular and co-curricular activities and vacations. The mid semester and end semester model examinations, other practical activities included in each semester such as EPC activities, microteaching, discussion, demonstration and criticism activities, are also conducting in accordance with the dates mentioned in the institutional level academic calendar. The concerns of student teachers about local holidays and festivals are addressed in a proper manner in the academic calendars prepared at institution level. The academic calendar includes the schedule of internal evaluation practices which help prospective teachers and prospective teacher educators to plan their activities in well advance.</p>	<p>5</p>
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	The prior planning in the form of academic calendar helps in smooth functioning of academic activities.	
	Upload <ul style="list-style-type: none"> • Academic calendar of the Institution with seal and signature of the Principal • Any other relevant information 	

Key Indicator- 2.7 Student Performance and Learning Outcomes (40)

Metric No.	Metric	Weightage
2.7.1 Q ₁ M	<p><i>The teaching learning process of the institution is aligned with the stated PLOs and CLOs.</i></p> <p>The PLOs and CLOs are achieved through different activities. At the beginning of each academic year the principal and all the faculty members sit together and plan the entire teaching learning activities in accordance with the predetermined PLOs and CLOs. It includes seminars, discussions, microteaching sessions, criticism lessons, practice teaching sessions, EPC activities, tasks and assignments for each subject. Deep understanding of underlined concepts of education is achieved through theory courses. Lectures, discussions, small group activities, seminars, peer-teaching, collaborative learning, problem-solving, field visits, case studies and the Learning management system and ICT resources are used for the attainment. This helps the prospective teachers and prospective teacher educators to understand the various theories of personality, factors affecting individual differences and the special problems of exceptional</p>	10

children, the prominent theories of learning, retention, and transfer of training and the strategies to facilitate each one of these and familiarize with the psychological principles underlying ‘curriculum transactions, psychological testing, management and guidance and counseling. It also helps to understand the essentials of assessment for learning, democratic education, school management, and physical & health education. Different task and assignments for each paper like visit to educational institutions, case studies, sociometry, surveys, preparation of unit plans, lesson plans, diagnostic tests, remedial lessons etc help to achieve the PLOs and CLOs. These activities will help prospective teachers to understand the developmental processes and needs of children and adolescents and role of teachers in facilitating developments. The practical works like micro teaching, reading, and reflecting text, yoga and physical education, demonstration and criticism classes, ICT orientation classes, art and drama workshops, tool preparation and standardization workshops, academic writing workshops and course work programs help learners to achieve the professional and practical skills mentioned in PLOs and CLOs. The community living camp, extension activities and club activities help learners to understand the socio-cultural contexts, cooperation, collaboration and help to achieve leadership skills. The thought for the day programs and book review sessions help learners to foster critical thinking. This also helps them to get familiarise with the socio-political economic dimensions of Indian Society and appreciating its diversity and helpful to develop an understanding of the trends, issues, and challenges facing contemporary Indian Society. All activities of the college are helpful to imbibe knowledge and develop an understanding of methods and strategies of teaching in schools and teacher education institutions, and evaluating its outcome and develop positive attitude to teaching profession and to the coming generation. The pedagogic and methodological subjects help learners to acquire adequate knowledge of the content of the school subjects concerned, of middle, secondary and higher secondary classes.

Through the activities in the college the learners develop interest in facilitating learning and development and enjoy teaching and organizing curricular and co-curricular activities and develop readiness to accept the progressive changes in the field of education. The well-planned effective execution of curricular, co-curricular and extra-curricular activities will help the prospective teachers and prospective teacher educators to imbibe the necessary skills and attitude to excel in their profession.

Upload

- Documentary evidence in support of the claim
- Any other relevant information

2.7.2

Average pass percentage of students during the last five years

8

Q_nM

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

Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total
Number of students passed	149	159	130	125	112	
Total Number of final year students appeared	149	160	131	125	113	

Formula:

$$\text{Average Pass Percentage} = \frac{\text{Total Number of final year students who passed the university examination during the last five years}}{\text{Total number of final year students who appeared for the final examination during the last five years}} \times 100$$

Upload

- Data as per Data Template
- Result sheet for each year received from the Affiliating University
- Certified report from the Head of the Institution indicating pass

	<p>percentage of students program-wise</p> <p>Any other relevant information</p>	
<p>2.7.3</p> <p>Q₁M</p>	<p><i>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</i></p> <p>At the beginning of the academic year the institution conducts an entry level test using questionnaire and attitude scale to identify the entry behavior and varying learning needs of the learner and followed by periodical evaluation of the progress of the learner is taking place using various self and peer evaluation strategies. After each learning activity, the extent to which the learners are achieved the pre-determined learning outcomes are measured using summative and formative evaluation strategies and arrange remedial teaching sessions for low achievers for further improvement. Re-teaching sessions included in the microteaching sessions provides the learner a platform for mastering the teaching skills. Similarly, constructive and genuine criticisms through peer evaluation and teacher observation during criticism lesson transaction and practice teaching sessions help the learners to identify and rectify the unacceptable behaviour of the learner with respect to curriculum transaction. The Academic monitoring committee and IQAC of the institution manage the entire activity of the institution, ensures the successful conduct of envisaged program and collect feedback from all the stakeholders at the end of each academic year regarding various activities. SWOT analysis sheet is administered to the student teachers, PTA and Alumni for identifying the strength and weakness of the course. Creative suggestions put forwarded by the stakeholders are included in the plan of action for the next academic year. The student progression, ie; the students opting for higher studies, professions and those clears eligibility tests like NET, SET,</p>	<p>9</p>

	<p>KTET and CTET are traced by the institution and ensures the achievement of PLOs and CLOs.</p> <p>Upload</p> <ul style="list-style-type: none"> Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved. Any other relevant information 			
<p>2.7.4</p> <p>Q_nM</p>	<p><i>Performance of outgoing students in internal assessment</i></p> <p>2.7.4.1: Number of students achieving on an average 70% or more in internal assessment activities during the last completed academic year</p> <table border="1" data-bbox="393 814 1334 970"> <tr> <td>Number of students achieving on an average 70% or more on internal assessment activities</td> <td>100%</td> </tr> </table> <p>Formula:</p> $\text{Percentage} = \frac{\text{Number of students achieving on an average 70\% or more on internal assessment activities during last completed academic year}}{\text{Total number of final year students during the last completed academic year}} \times 100$ <p>Upload</p> <ul style="list-style-type: none"> Data as per Data template Record of student-wise/programme-wise/ semester-wise internal assessment of students during the last completed academic year Any other relevant information 	Number of students achieving on an average 70% or more on internal assessment activities	100%	7
Number of students achieving on an average 70% or more on internal assessment activities	100%			
<p>2.7.5</p> <p>Q_IM</p>	<p><i>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</i></p> <p>The institution adopts various assessment tasks to identify the extent to which the learning needs of the learners are satisfied. The performances of students on these assessment tasks reflects the improvement of the learner from the initial entry behaviour of the learner. Performances of the students on task and assignments related to each theory course, internal examinations, performance in Enhancing Professional Competency (EPC) activities, community living camp,</p>	6		


extension activities, club activities and practical works reflects how far the initially identified learning needs of the learners are catered. To cater to the diverse needs of the students the institution offers different teaching-learning activities, club activities, SUPW activities, sports and yoga activities, LMS and podcasts. These activities are designed such that to develop social awareness, responsibility, and dignity of labour, professional skills, communication skills and to develop life skills among the students. The academic mentoring sessions and tutorial sessions enable students to get empowered in their professional development as well as personal development. ICT training sessions and the ICT usage in the institution enable the prospective teachers to acquire the ICT proficiency which is essential for 21st century teachers. Different cooperative and collaborative activities, thought for the day program, assembly and book review sessions, classroom discussions, seminars, workshops, club activities, arts and sports activities, community living camp and extension activities make them capable to acquire the 21st century skills like collaboration, leadership, digital literacy, self-direction, socialisation and effective communication.

The discussion lesson plan writing sessions, demonstration classes by experts, microteaching and link practice sessions, criticism classes, training in development of evaluation practices, reading and reflecting sessions, art and drama sessions, ICT workshops, ‘Understanding the self’ program, teaching practice, internship, classroom activities and out of classroom activities, elective courses, and different club activities of the college cater to the diverse needs of B Ed students. The M.Ed. program also offers elective courses and the students can choose from them according to their preference. The students select a research problem of their choice, conduct research work and prepare a dissertation; these activities make the student teachers under the role of diversity and equity in teaching learning process. The continuous mentoring help to develop research skills in prospective teacher educators and are encouraged to present papers in national and international seminars. The discussions, debates, seminars, workshops, internship program and seminar presentations inculcate professional skills in students.

The gifted students are given additional activities such as conducting seminars, quiz competitions and peer tutoring. The blind students are trained in the use of JAWS software and the institution provides infrastructural facilities and academic support through podcasts. Remedial learning sessions are also arranged to improve the performance of students.

	<p>PhD scholars are given course work and this helps them to get advanced knowledge in recent trends in research and education. Seminars and workshops are arranged for the research skill development and academic writing skill enhancement.</p> <p>Through all these ways, the teaching learning process of the institution caters to the individual difference among the students.</p>	
	<p>Upload</p> <ul style="list-style-type: none"> • Documentary evidence in respect to claim • Any other relevant information 	

Key Indicator- 2.8 Students' Satisfaction Survey (50)

Metric No.	Metric	Weightage
2.8.1 Q _n M	<p><i>Online students' satisfaction survey regarding Teaching - Learning Process</i></p> <p> Fill in student details for survey in the Student Satisfaction Survey Tab</p> <p>(Database of all students on-roll need to be kept ready which will help you to fill the Student Satisfaction Survey format online)</p>	50