

DOCUMENT TO SHOW VISIBLE IMPROVEMENT IN TEACHING LEARNING PROCESS

The IQAC of the college has always been concerned to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. IQAC achieves this through the following practices:

1. Conducting Academic audit annually by an external expert.
2. Methodology wise, self introspection is taken up annually.
3. SWOT Analysis is taken up. Based on it, the IQAC gives constructive feedback to the methodology Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.
4. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.

Feedback on Curriculum – Teachers/ Faculty

Name of the Teacher: B.Ed./M.Ed. Year: Sem:

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution.

Directions: Each item is scored between 1 and 5

5 - 'Strongly Agree'; 4 - 'Agree'; 3 - 'Not Sure'; 2 - 'Disagree'; 1 - 'Strongly Disagree'

Please indicate your level of satisfaction with the following statement by choosing (✓) between 1 and 5

S.No	Curriculum, Teaching, Learning and Evaluation	5	4	3	2	1
1	Aims and objectives of the syllabi are well defined and clear to teachers and students.	✓				
2	Syllabus is contemporary and need based.		✓			
3	The depth of the course content is adequate to have significant learning outcomes.	✓				
4	Sufficient number of prescribed books on the syllabi are available in the library.	✓				
5	Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus.	✓				
6	The pre-requisite courses are appropriate for this course.		✓			
7	The students attain the POs, COs and PSOs satisfactorily.		✓			
8	There is an ample scope to adopt new techniques of teaching such as seminar, presentations, group discussions, projects, etc.	✓				
9	The course/syllabus has a good balance between theory and laboratory work.		✓			
10	The course/syllabus of this subject has increased my knowledge and perspective in the subject area.	✓				

Recommendations for course improvement (Please specify topics that should be added/dropped from the course, new books to be recommended, changes in teaching scheme and experiments, etc. if any)

Conceptual clarity of course should be given to the could be teachers

STUDENTS FEEDBACK ON CURRICULUM

Please give your valuable feedback on curriculum to improve quality of the programme. Select your ranking on the scale of 1 to 5 for each of the following parameters.

5 - 'Strongly Agree'; 4 - 'Agree'; 3 - 'Not Sure'; 2 - 'Disagree'; 1 - 'Strongly Disagree'

Please indicate your level of satisfaction with the following statement by choosing (✓) between 1 and 5

S.No.	Descriptor	5	4	3	2	1
1	The syllabus was challenging.	✓				
2	The allocation of the credits to the course is appropriate in relation to the level of course work.		✓			
3	The depth of the course content is adequate in relation to the expected Course Outcomes (COs).	✓				
4	The entire syllabus was completed in the class by the teacher.	✓				
5	The units/sections in the syllabus are properly sequenced.	✓				
6	Syllabus equipped me with the necessary teaching skills required in schools.		✓			
7	The Experiential Learning enhanced my understanding of the concepts and enabled me to relate theory to practice.	✓				
8	The syllabus enabled me to improve my ability to formulate, analyze and solve problems.		✓			
9	Syllabus inculcated necessary ethical values and concern for the society.		✓			
10	The recommended textbooks are available and map onto the syllabus.	✓				

Recommendations for course improvement (Please specify topics that should be added/dropped from the course, new books to be recommended, changes in teaching scheme and experiments, etc. if any)

Date: 6-04-2022

Signature of Student

Date: 16 Sep 21

Signature of Teacher

5. Infrastructure facilities are revamped for better teaching learning.



6. General Recruitment of qualified faculty.
7. The college sends faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated. Faculty development programmes are arranged by the college to ensure quality inputs.



Dr.D.Pauleen

Dr.Ruksana Khalid, Resource person at an FDP

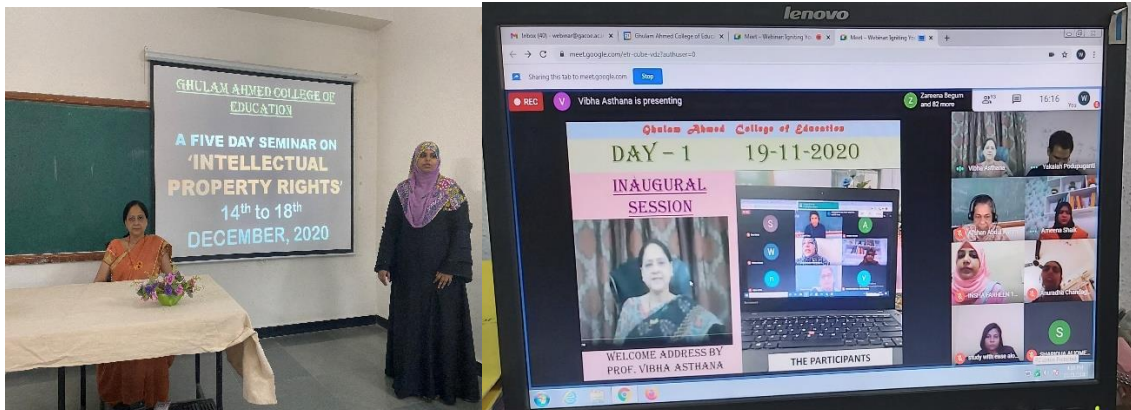
8. Bringing variations in assignments and project work to make it more challenging. The institution accommodates interim changes brought in by State authority in school curriculum which are mandatory to be attended to by Teacher Education institutions. Recommendations from NAAC Peer team are followed.
9. Feedback from the students is taken regularly to identify the gaps in the academic programme and address them. IQAC suggests innovative pedagogical practices in

addition to the completion of curriculum through assignments, tutorials, collaborative



work etc.

10. IQAC promotes the culture of research amongst students by organizing Research Workshops for students.



- 11.
12. Specific Student seminars on current issues and developments like NEP 2020 are organized.



- 13.
14. Student teachers are trained to critically analyse curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.

Reflection on
the Policy
document
NCF-2005
using
SQ3R Method.

NATIONAL CURRICULUM Framework
-2005-

NCF is the fourth National Curriculum Framework published in 2005 by NCERT in India. It consists of five chapters where perspectives, learning and knowledge, curricular areas, school stages and Assessment, school and classroom environment and systemic reforms discussed deeply. It offers a framework for making text books, syllabus as well as teaching practices within the educational programs of Indian schools.

► Questions:

1. What is NCF 2005?
2. What are the features of NCF 2005?
3. Why NCF 2005 is needed?
4. Where NCF focused on?
5. How NCF 2005 is helpful?
6. What else is included in the NCF 2005?

15. Language proficiency of student teachers are enhanced through the Communicative English Project and certificate courses.



16.

17. Deliberate efforts are made to make student teachers realize the integration of knowledge of core papers into methodology.
18. Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy. Reflections on their biases, beliefs and values at the end of every class during internship is encouraged and documented. Emphasis is on contextualization and development of appropriate teaching-learning context catering to needs of the society.



- 19.
20. Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc. Probing into Philosophical and Sociological aspects in all methodologies.