SAMMILANI TEACHERS' TRAINING COLLEGE

CRITERION -II

2. TEACHING LEARNING AND EVALUATION

2.1. Admission process and Student Profile

2.1.1. Give details of the admission process and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The admission policy is being decided by the University keeping in view the norms of SC ST and PH reservation. Admission process is according to the University and NCTE norms and also consider the policy of West Bengal Govt.

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programmes through advertisement and prospectus are other similar material of the institution?

The college provides advertisement in leading news papers and college website. Thereafter students download or receive admission forms alone with prospectus from the college, and then submit the filled-up forms at college office. Intakes of the students in different subjects are finalized on the basis of quota in each subject, on the basis of decision by the Teachers' Council of college. The respective teacher calculate the academic score of students & prepare merit list. (following the norms of University). Information like Admission Modalities, Fees structure, college hours are provided to the prospective students.

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

Selection of Deputed teachers' from Secondary / Higher Secondary school affiliated to West Bengal Board of Secondary Education /Higher Secondary Council are made according to the merit score. If the qualification is equal then the length of service is considered. To make the admission decisions equitable to all applicants, the merit list of all the applicants along with individual academic scores (grade basis) is published in college website and the college notice board. On the basis of the merit list, the 1st list of selected candidates comprising of different subjects is published mentioning the date of admission. The process is followed by successive second or third admission list if required. Such process, makes the college admission procedure transparent and equitable to all applicants. After the completion of the admission, list of admitted students is being sent to the University for registration.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

In advertisement, the college provides information regarding the subjects offered, minimum required qualification, and all other related information.

Respective teachers calculates the scores and gives grade point according to merit. The college prepares list of applicants. SC,ST& PH reservation are made according to the Govt. rules. As the collegeis is a co – educational college and merit is the only criteria for

admission , so diverse student population irrespective of gender ,economic ,social cultural and religious factors got themselves admitted into the college every year . The college follow bilingual medium (Bengali & English) of instruction. The college also admits students from different Universities of West Bengal and other states

2.1.5. Is there provision for assessing students' knowledge/ needs and skills before the commencement of teaching programmes? If yes, give details on the same.

At present there is no scope to asses' student's knowledge, skill before the commencement of the teaching programme. But the college conducts a test on "Teaching Aptitude Test" on the newly admitted students prior to commencement of the classes and analyzes the scores to have an idea.

2.2 Catering to Diverse needs

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

Prior to 2010, the college used to hold an interview of the applicant to assess their level of motivation for the course.

To create an over all environment conducive to learning the Institution adopted following measures –

a. The institution divides students into two groups consisting of fifty students in each group so that the teacher may concentrate his/her attention to individual students.
b. The teachers have to follow the class routine strictly.
c. Library facilities are provided to the students beyond the class hours.
d. The institution arranges computer awareness programme.
e. Science Lab, Playground, Notice Board, Common room, health centre, Photocopy centre, Seminar Hall, Computer lab, Net surfing facilities (24 hrs) are provided for creating an overall environment conducive to learning and development of the students.
f. Efficient teacher of diverse field of specialization cater to the interest, abilities and opinions of the trainees through exchange of views, participation in co-curricular activities etc.

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

To cater to the diverse need of the student the following measures have been adopted by the institution.

a) Different method papers like Mathematics, Physical Science, Bengali, English, Sanskrit, History, Geography, Education, Computer Studies and Work Education based on the needs of the school teaching have been introduced in the routine.

b) Different special papers like Measurement and Evaluation, Educational Technology, Population & Environmental Education are offered to the students.

c)	To fulfill the learning needs, twenty four hours net surfing facilities are provided to the students.

d)	Co-curricular activities like community outreach programme, team teaching, practice sessions are also offered to the students.

e) In the library, books for lending , reading room and journals are provided
f) The college offers work education as a method paper so students with aptitude in Arts & Crafts can satisfy their needs.

2.2.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

For this the curriculum of the college is divided into two broad categories, Pertaining to theoretical classes and practicum consisting of pedagogical analysis, simulated lesson, achievement test etc. To increase the effectiveness of science student – teachers, practical classes are being held covering the curriculum of Higher Secondary and for the humanities teachers simulated lesson practice instead of practical classes. Simulated lesson practices are there to maintain the diversity and equity in teaching learning process. The student teachers are encouraged to undertake action research in the form of community outreach programme. The general teaching efficiency of each is increased through regular supervision of the practice teaching classes with the help evaluation proforma. The supervisors provide suggestion after grading the students' performances which will help them to rectify their mistakes. Through such activities, the spirit of diversity and equity as envisioned in the curriculum are fulfilled.

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

There is no yardstick to ensure those qualities time to time but the college has recruited teaching personnels strictly following the NCTE norms and criteria. The teacher are selected by the selection committee comprising of university experts. The college authority analyses the feedback forms submitted by the students regarding the performance of each individual teacher. The principal also visits different classes and give suggestions to individual teachers for their professional development time to time. The experts of the mentor group hold discussion with teachers to sensitize them. Further to ensure the teacher's effectiveness they are entrusted to teach as a counselor through ODL system under IGNOU and NSOU etc. The year plans are being made by the principal with the academic staff. The institution encourages and deputs the teacher to attain seminars, workshops and orientation programme to enhance their knowledge and also allow them to gain some experience regarding the contemporary methodology. To ensure the teacher educators as knowledgeable and sensitive, the institution follow the "360 $^{\circ}$ observation scale" covering students', head of the institution, expert and self appraisals.

2.2.5. 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?

The College organizes the pre teaching mock sessions to ensure and enrich the capability of the student teachers for conducting a classroom session. We also organize micro teaching session where the peer group evaluation also takes place.

The college also encourages students for the use of ICT. The college holds computer awareness programme, so that with the help of this knowledge the students can use ICT during his classroom teaching. Moreover, through Community Outreach Programme, the student teachers also get the scope to apply knowledge and skill in diverse situations.

2.3. Teaching Learning Process

2.3.1. How does the institution engage students in "active learning"? (use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum etc.)

Institution encourages students to use properly the library, Internet browsing, simulation, micro teaching, seminar presentation, Community outreach activities by the student teachers.

Students' involvements are recorded, assessed and rewarded. They have to submit group project on ICT and community outreach programme. In the following manner the students uses library, website and also practice different pedagogical aspects-

a. They have an easy access to internet as there are facilities provided in the lab and in the library as well.

b. The student teacher is evaluated and criticized at the peer teaching at different stages.

c. The student teacher have an easy access in the library. Which remain open beyond college hours.

2.3.2. How is "learning" is made student- centered? Give a list of the participatory activities adopted by the institution and those, which contributed to self-management to knowledge, and skill development by the students?

In order to make the teaching effective, this institute encourages mock class presentation made by the student teacher, peer group teaching & tutorial classes and so on. . To make the learning student-centered, the institution offers following types of participatory activities to nurture their creativity and also for skill development.

A) Presentation of seminar paper in a group of 5-6 students of different subjects on contemporary issues with the intention of developing self management skill, cooperative learning attitude and upgradation of knowledge.

B) Organization of debates (8-10 topics) on the burning issues of the nation to create public awareness, development of leadership and power of reasoning etc.

C) Compulsory participation in community outreach programme with a view to establish a close relationship between educational institutions and society.

D) Sports day, field trips, tours: The college encourages students to organize workshops, seminar, debates inter college friendly match etc.

2.3.3. What are the instructional approaches (various models of teachings

used) and experiences provided for ensuring effective learning?

Detail any innovative approach/methods developed and used.

For effective learning use of different teaching methods like – lecture, lecture –cum discussion, question answer, demonstration are being adopted. It differs according to the nature of the content. While transacting the B.Ed curriculum in the classroom, the teachers give emphasis on effective instructional approaches. For this different models of teaching like Advanced Organiser Model (David Ausubel), Concept Attainment Model (Bruner), Flander's Interaction Analysis system etc are made effective in classroom situation depending on the efficiency of the models.

The concept of team teaching is being implemented in the paper presentation session of students using ICT. For this a minor project is approved by the UGC.

College conducted different activities like lesson plan preparation, workshop of teaching aid preparation and also holds action research, community outreach extension programme and Self Instructional Material (SIM) by the teacher for the use of student teacher.

2.3.4. 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.

The Institution has provision for additional training in models of teaching. As the models of teaching are not included in the curriculum of general papers, students are enriched with the concept in special classes prior to sending them to practice teaching session in schools. At least four to five practice classes are organized in the college for every student. The effectiveness of the model is tested during their practice teaching session, simulated lesson practice session. During the practice teaching session teachers criticize the teaching and help them to increase their effectiveness. The fresher appear at the SSC, NET etc to equip them, the teacher asquint them with the nature of the question set in such competitive examination and help them to do well in such examination and help them to do well in such examination.

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

Each student teacher is encouraged to develop his teaching skill through micro teaching session. Each student practices each skill for five times. Different skills namely Introduction, Explaining, Questioning, Black board work and Closure are developed through 5-6 simulated lesson programme..

2.3.6. Detail the process of practice teaching in schools. (Lesson a student gives per day, lessons observed by the teacher educators, peers/ school teachers,

feedback mechanism, monitoring mechanisms of lesson plans etc.)

At least four classes per day by the student teacher are observed by the peer group and the teachers of the practice teaching school and supervisor from the college. The college teachers receive feed back from the peer group as well as from the subject teacher of the school. The feedback is recorded by the supervisor in the student's supervision note book. After the class, opinions of supervisors are discussed in a friendly atmosphere.

2.3.7. Describe the process of Block teaching/ Internship of students in vogue.
As per university instruction, students teachers having particular method have to undergo simulated teaching in which they developed different skill of teaching in a block. Moreover the practice teaching session follows the following ways :
- The Student Teachers meet the school heads to collect their consent in written form.
- The Student Teachers are given sufficient instruction on what should follow during the time of their teaching practice. A team leader is given the responsibility to give a report daily to the educators in charge of receiving the report.
- Through discussion with the school staff they fix the schedule for block teaching, collect the syllabus and organize the lesson plans for the student teachers.
- The educators periodically visit schools to meet the Student Teachers, to monitor their lesson plans teaching aids etc in written form to get a feedback from their mentors and the Heads of the Schools.
- Then the Student Teachers are given the following training –
▪Writing lesson plan
▪ Preparation of Teaching aid
 ▪ Evaluation / achievement test
▪Demonstration by the Teacher educator or subject expert.

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

The lesson plan of the practice teaching classes are developed by student teachers with collaboration of mentor teacher of the practice teaching school so that needs of the students of the school can be fulfilled. Moreover, prior to execution of the lesson, it must be approved and modified by the teacher educators..

2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?
While conducting the classes the student teacher uses different interactive sessions - audio-visual aids, question answer session, feed back session, discussion, group teaching etc to meet the diverse learning needs of students. They also never miss the opportunity to use the LTM present in that particular school. They try and use all the resources available. To equip the student teacher with such skills, adequate instruction are given during pre practice teaching session, simulated lesson period..

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

The college encourage, the student teacher to develop power point presentation in the ICT lab of the college. ICT awareness programme is compulsory for all students. It includes both theory and practical works. In the practical classes students also prepare model lesson plans and apply those technology in teaching. This initiative helps the students teachers to adopt technology where it is available in the practice teaching schools. The college also acquaints the student with different CD's and software available for different subject and also develop their language skill in the language laboratory. Then they prepare technology based training material and use it accordingly whenever they get the opportunity.

2. 4. (Teacher quality)

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

The plan of the practice teaching classes are developed by the student teachers with collaboration of mentors from the college, subject teachers of school and principal of college .(vide2.3.8)

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

The ratio of the student teacher & practice teaching school is approximately 1:10. The decision towards the selection of the student to the particular school is based on i) availability of the method subject ii) Medium of instruction iii) Geographical location of the school in respect of residence iv) Proportionate presentation of student teachers having different method subjects.

2.4.3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Different types of feed back form, have been developed by the college to get idea about the teaching condition & teacher quality. The college also uses the result of test & pretest as a evidence of student development. Remedial classes have been designed to help the academic improvement. The teachers are also instructed to develop transparency & different kind of presentation materials and also to use OHP & LCD projector. The following type of

feedbacks is provided by the college.

i) Supervision report of individual student given by the supervisor, mentor & peer group regarding practice teaching.

ii) Assessment report (performance appraisal) of individual student in the test part-I and part - II examination.

iii) Report of class test administered by different teacher educators.

iv) The Student Teachers collect the assessment and feedback from the guide teachers both orally as well as in the prescribed format.

These feedbacks act as guiding factor for performance improvement.

2.4.4. How does the institution ensure that the student teachers are updated on

the policy directions and educational needs of the schools?

During the method classes most of the deputed teachers explains there problems of real class room situation. The subject teacher emphasis to come to a solution regarding the method of teaching, selection of teaching aid, classroom management and method or process of evaluation. To update the student teachers on the policy matter of the institutions, the college prospectus containing the vision, mission, track record, available student support system in the context of global higher education perspective is provided to each of them. The college notice board, college website also updates the student teacher

By involving each and every student teacher in the activities like organizing seminars/workshop, meet the expert, debate on different aspect of school education also, the institution ensure the updated knowledge of the student teacher in respect of needs of the schools.

2.4.5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The teachers and representatives of students attend different seminar, workshop, orientation programme organized by the University and also try to develop different teaching methodologies organized by the University, Board of Secondary Education, Madrasa Board, West Bengal Board , Higher Education Council and different organizations in the college or other institutions. Through paper presentation or exchange of views, the students and faculty keep themselves updated with recent development in school subjects and teaching methodologies. Collective activities with the non governmental organizations like CPSM, AISTA, SCERT helps to acquaint with innovative practices.

2.4.6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc)

For the career development of the teachers (school and colleges) in ICT, the college organizes one workshop in collaboration with Intel. For personal career development of the teaching and non teaching staff, the college encourages to persue further study through ODL system. Under, Convergence Scheme of IGNOU ,the college organized CLP programme in which students and few non teaching staff completed the course. As the college was not included under section 2 (f) & 12 (B) UGC Act 1956. From this academic session faculty will be able to enjoy the UGC financial help. Teachers are also allowed to share their ideas and knowledge when invited by other colleges and thus also take part in teacher exchange programme.

2.4.7. Does the institution have any mechanism to reward and motivate staff members of good performance? If yes, give details

Though there is no provision of reward but the Governing Body duly appreciate the performance of the efficient teachers. Moreover, the introduction of process of evaluation of

the teaching staff by the students through feed back forms encourages the teachers for good performance. The college also motivates its faculty to join the Ph.D programme and also encourages them to present papers in different seminars and workshop.

2.5. <u>**Evaluation process and reforms**</u>

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

During the class teaching and feedback session the teachers ask some probing question to identify the level of understanding of the individual students.

Class test are taken by different faculty members, those results are also communicated to the students and motivate them to do better performance. After the pretest examination are held before and after the teaching practical. With the help of those result the teachers can identify the difficulties and barriers of the students. They provide suggestive measure to overcome those barriers, holds counseling session according to their personal needs. For communicating their results college developed programme to communicate the result. Now a day we use technology in teaching also. To help the students do away with any technological barrier, we have provision to surf the net and use the computer during and after college hours.

2.5.2. Provide details of various assessment/evaluation process (internal assessment, mid- term assessment, term evaluations, external evaluation) used for assessing student learning?

In order to assess the students, the college organizes different examinations like – Class test, Pretest, Test examination along with the supervision of teaching practical etc. The college organizes remedial classes to help the students to overcome the barriers. Administration of test after remedial class are also held. The evaluation is made in two ways. For theoretical papers, it is conducted by University through written tests. For practicum is done by internal examiner appointed appointed by the university . It includes teaching practical of two methods papers, Laboratory based practical for science method papers, simulated lesson for non laboratory based students, Achievements Test lesson plan for practice teaching aids etc.

2.5.3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

After communicating the results to the students, different teacher holds counseling session to understand and address their problem regarding this course. In addition to that tutorial classes are provided to support the students.

Teachers provide added information, learning materials to reduce difficult level of the students in learning. After the evaluation computerized mark statements are displayed on the student's bulletin Board with ranks.

▪ The mentors pay special attention outside the college hours to improve the performance of the Weaker Students.

▪ The educator tries to identify the reason of their poor performance

After receiving the results, teachers adopt more effective methods to reduce the difficulty of students. In this regard debates, quiz and different interactive activity are their to enhance the interest of students evaluation by peer group followed by immediate feedback session is also improving the performance.. As supervision report given by teachers and peer group also help the learner to improve the curriculum transaction in final teaching.

2.5.4. How ICT is used in assessment and evaluation processes?

The college holds the provision to upload the results of test, pretest and final examination in their official website, followed by graphical representation which will reflect the

development of the students; subject wise development curves drawn by ICT also reflect the comparative performance of the students. The ICT is being used for other purpose like-
a. Examination b. Invigilation duty Schedule c. Prints question papers etc.

2.6 Best Practices in Teaching – Learning and Evaluation Process
2.6.1. Detail on any significant innovations in teaching / learning/ evaluation introduced by the institution?
Best practices in teaching-learning and Evaluation process. While teaching teachers use different innovative methods like- panel discussion, team teaching and "I would be a teacher programme".

Regarding the evaluation college publish the result in the form of data sheet comprising of formative and summative evaluation.
2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?
As a best practice in teaching and learning, the college has introduced 'Presentation of papers in a team using ICT PROGRAMME'. Even in regular classroom teaching, the teacher uses the OHP and other technologies.

SYNOPTIC VIEW OF TEACHING LEARNING AND EVALUATION

DIVERSE NEEDS DIFFERENT METHOD PAPERS, EFFICIENT TEACHER, CO-CUR--RICULAR ACTIVITIES . ICT

TEACHING LEARNING DIFFERENT LEARNING RESOURCES, APPLICATION OF MODELS OF TEACHING, TEAM TEACHING , MICRO TEACHING OBSERVATION BY PEER GROUP

ADMISSION STRICTLY MERIT BASIS, FOLLOWING NCTE, C.U. NORMS,

TEACHING - LEARNING
&
EVALUATION

TEACHER QUALITY STRESS ON PROFESSIONAL DEVELOPMENT , IMMEDIATE PRACTICE TEACHING COOPERATIVE PRACTICE FEEDBACK, PLAN, RAPPORT WITH SCHOOLS

EVALUATION FORMATIVE AND SUMMATIVE REMEDIAL TEACHING FEEDBACK THROUGH ICT

BEST PRACTICES COLLABORATIVE LEARNING , USE OF OHP , LCD PROJECTOR