ACTION TAKEN REPORT

DEPARTMENT OF ELEMENTARY EDUCATION

In a meeting, the Department has comprehensively analyzed and discussed the data received from the IQAC regarding the feedback from various stakeholders. The 'self-assessment proforma' has been used to reflect on the various processes of the Department. We are cognizant of our strengths and shall work to address the challenges that lie ahead.

Ms. Shirley Joseph

(Teacher-in-charge)

Please use the following format to assess your own Department over the last 5 years (from 2015 onwards) along with a brief rationale for the same.

DEPARTMENT SELF ASSESSMENT FORMAT

	The department:	1	2	3	4	5	Remarks/ Supportive statements (with examples and documents)
1	Indulges in curriculum enrichment	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
2	Takes feedback from students each semester	Almost always	Often	Sometimes	Seldom	Never	1
3	Caters to student diversity	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
4	Takes interest in promoting opportunities for experiential learning for students	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
5	Facilitates the students' cognitive, social and emotional growth through teacher student mentoring process	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1

6	Identifies strengths of students and encourages them with appropriate level of challenges	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
7	Makes efforts to engage students in review and continuous quality improvement of teaching learning process	Almost always	Often	Sometimes	Seldom	Never	1
8	Encourages student participation in co-curricular activities	Almost always	Often	Sometimes	Seldom	Never	1
9	Puts specific efforts to inculcate soft skills, life skills and employability/ financial independence	Almost always	Often	Sometimes	Seldom	Never	1
10	Systematically encourages reflective practices in the pedagogy and assignments	Almost always	Often	Sometimes	Seldom	Never	1
11	Changes the assignments given to students each semester	Almost always	Often	Sometimes	Seldom	Never	1

12	Has extension activities and outreach	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
13	Uses student centric methods for enhancing learning experiences	Almost always	Often	Sometimes	Seldom	Never	1
14	Analyses student results	Almost always	Often	Sometimes	Seldom	Never	1
15	Uses analyses of results for future planning	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
16	Keeps track of student progression	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
17	Tracks alumni	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
18	Organizes student activities	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
19	Creates opportunity for enriching teacher quality	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
20	Follows fair evaluation process	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
21	Has timely evaluation process	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1

22	Evaluation process is meaningful to the students	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
23	Has library support for research	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	2
24	Supports faculty for undertaking research	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
25	Provides opportunity to students for research outside curriculum	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
26	Supports in-house collaboration (intra and inter department collaboration)	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
27	Supports collaboration with external bodies	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
28	Has physical facilities that supports your plan	Excellent	Above average	Average	Below average	Poor	2
29	Has provision for learning resources	Excellent	Above average	Average	Below average	Poor	1
30	Has access to learning resources	To a very great extent	To a great extent	To a moderate extent	To some extent	Not at all	1
31	Has IT infrastructure	Excellent	Above average	Average	Below average	Poor	2

- **What are your Best practices?**

The Department of Elementary Education constantly focuses on outreach activities, wherein, it collaborates with various organizations in the field of education as well as allied fields. This interface mainly consists of opportunities to engage with and reflect on varied issues in the field of education through talks, discussions and projects. The department also conducts its internship and school experience programs within government and alternative schools. Students critically look at their experiences within these spaces and in turn try to develop a holistic understanding regarding the education/school system within India.

Do you align yourself with best practices of college?

- Focus on collaborative and interdisciplinary teaching and learning

-Our practices are governed by teacher autonomy at curricular level

- **Reflect on the department's strength and weaknesses.**

Strengths-

- The department has a team of highly dedicated, experienced and committed faculty members and motivated students.

- One of the goals of the B.El.Ed program is to link theory and practice and the department has been focusing on the theory -practice integration

throughout the curriculum.

- The department encourages the students to appreciate the diverse realities of the classroom and practice inclusiveness in education.

- The students develop the skills of inquiry, reflection, problem solving and collaboration.

- Over the years, the primary concern of the department has been the promotion of students' learning, well- being and their professional development.

- The resource room of the department has books for both the teachers and students numbering 2500. These include books on subjects, story books for children (primary and middle), teaching learning materials for mathematics and science. These books are accessed through the lending system.

- The program includes theatre, art and craft as a part of the curriculum.

Weaknesses- There has been no permanent appointment of teaching faculty since 2003.

- Resource room at College remains work in progress

- **What are your plans for next:**

- **1 year -**Focus on Documentation of 'Pedagogy in Pandemic' through various curricular components.

-Teachers and students require strong skills in technology to optimize the use of digital resources for online teaching and learning. This academic year (2020- 2021) we are planning to conduct hands on workshops on ICT enabled teaching and learning for both teachers and students.

-The fourth years will be going to schools for school internship program and one of the immediate plans is to equip them with the digital platforms such as G-suite, google classroom/ Microsoft education platforms etc. as to enable them for online teaching. This shall be helpful for the students to access the online resources like MOOC, Swayam, National Digital Library etc.

-It is important to understand the needs of students' mental health and emotional well-being especially in the present pandemic times. In this regard we plan to include a number of talks and workshops. This process had already begun.

-We are also planning to conduct lectures and group discussions on the New Education Policy 2020.

- **3 years-** The department plans to set up a functional reading room for teachers which can be accessed during the college working hours. Faculty members to be encouraged to be more involved and active in Research in the field of Elementary Education.

- We also plan to introduce young adult literature to the students and teachers. Though we have books on children's literature, these books are for the primary level. We also plan to expand the collection of books at the upper primary level. We wish to purchase young adult books and introduce our students and teachers to young adult literature reading. The idea is to develop the love for reading books both for the students and teachers and inculcate the reading habit.

- We are also working out plans for teaching hands on activities through online mode.

- Some of the books present in our resource room have stopped being printed or published. We are planning to scan the pdf of those books and make digital copies accessible for both students and teachers across colleges. These are primary readings listed in the B.El.Ed handbook.

- As a part of the practicum, Story Telling and Children's Literature, students develop story books and story boards in groups and they remain with the students. This year we plan to collate and keep them in the resource room so that they could be used by our 3rd and 4th year students in the subsequent years while they teach in schools. Students could borrow them in the same way as they lend the books.

1) **Indulges in curriculum enrichment -** We do not have fixed set of readings, each teacher has the autonomy to choose / decide the readings and flow of the syllabus.

2) **Takes feedback from students each year-** Feedback from the students is taken regularly. Students share their observations anonymously with the concerned faculty members. Many of the concerns and suggestions are deliberated and taken into account.

3) **Student Diversity**- Many of our students belong to different areas (other than Delhi) such as Uttarakhand, Kerala, Bihar, Uttar Pradesh, Manipur and so on.

4) **Experiential Learning**- There is a tremendous scope of experiential learning for the students as students undertake many field visits (Physical Education - Nainital, Alternate School Visit- Digantar). Besides teachings in primary and middle grades, interns also setup a functional Resource Room in their respective internship schools. The Resource Room is an ideational lab and a creative space for our interns to develop various resources of pedagogical significant for the children. These resources are made from readily available materials making them cost effective for sustained usage. They are developed in such a manner that children can engage and experiment with them as per their interests & inclinations. Some resources are also developed in collaboration with the children. Some of the resources are – story boards, board games, fraction kits, sensorial boxes, ganit mala, rangometry, matric scales, unit scales, arrow cards, abacus, aids for storytelling, picture books, picture cards, fact cards and so on.Interns also attempt to make school a learning space for children by developing reading / story corners, maths & EVS corners, spaces displaying children's work, interactive story boards and so on. (Please refer to the permission letters for fourth year for years 2015-16, 17-18, 18-19 and 19-20)

5) **Mentoring Process-** Faculty members mentor student teachers in field based research projects and in preparation for placements (Please refer to the permission letters for fourth year for years 2015-16, 17-18, 18-19 and 19-20)

6) **Identifying strengths of students and encourages them with appropriate level of challenges-**

7) **Makes efforts to engage students in review and continuous quality improvement of teaching-learning process-** Faculty members share regular feedbacks and have discussion sessions with students, especially, related to field engagement (School Contact Programme-First year, Block teaching-Third year and Internship-Fourth Year). Also, various modes of teaching - learning are used- audio-video, ppt, documentaries, interaction with subject experts and resource people. Criteria of assessment is shared with students before assigning them any evaluative task. Students can also improve and resubmit once the feedback is shared in form of individual remarks/ discussion. Also, regular supervisory support is provided in giving feedback on lesson planning, observation and journal writing in fourth year. (Please refer to II year Internal Assessment Criteria for 2018-19 as a sample, Feedback form for Middle School Internship, 2020)

8) **Encourages student participation in co-curricular activities-** Our students actively participate in college societies and events. They are also encouraged to attend inter-department and inter-college talks, seminars, student events, workshops and so on. (Details of student participation are enclosed in Department Reports 2015-16, 2016-17, 2017-18 and 2019-20)

9) **Puts specific efforts to inculcate soft skills, life skills and employability/ financial independence**- Self Development workshops (in second year) focus to develop skills for effective communication and the capacity to listen, empathise and relate. Theatre workshops (in first and third year) help learners realise one's potential for self enhancement, develop organisational skills, interpersonal relationships and discipline along with providing a specific background on the relation between education and drama. Our students also visit alternate schools in their third year to familiarise themselves with the practices, processes and pedagogy of these institutions. Also, almost an year long internship (and participation in various capacities) at government schools in fourth year considerably increase the chances of employability of our student teachers (Please refer to the permission letters for fourth year for years 2015-16, 17-18, 18-19 and 19-20)

10) **Systematically encourages reflective practices in the pedagogy and assignments-** The process of reflection and practice of writing Reflective Journals is an important aspect of our course and hence, an integral part of our Department ethos. Teachers are envisioned as reflective educators and student teachers are always encouraged to reflect on issues regarding children's learning, their expressions, creativity, issues of discipline and control and the influence of varying socio-cultural background of children on their learning. It is also encouraged that students through their field experience (in third and fourth year) develop a critical understanding of curricular materials and teaching practices in terms of their suitability for learning (Please refer to the permission letters for first year, third year and fourth year for years 2015-16, 17-18, 18-19 and 19-20)

11) **Changes the assignments given to students each year-** The nature of assignments are changed every year taking into consideration the interests of the students and constantly evolving nature of disciplinary knowledge of various theoretical aspects. Even, the nature of practicum components and internship are constantly revised and new rubrics of assessment of

observation and Research projects are evolved as per the changing conditions of the ongoing Pandemic. (Please refer to Minutes of Meeting dated 21/08/2020, 22/08/2020, 24/08/2020, 2/09/2020, 9/09/2020, 23/09/2020, 5/10/2020 and 7/10/2020)

12) **Has Extension activities and outreach-** Many faculty members of Department are engaged in teacher development and resource development in Bapu Dham School NDMC School (as part of college's Golden Jubilee Celebration)

13) **Uses student centric methods for enhancing learning experiences-** Students are provided with constant supervisory support in various capacities planning and reflecting during internship, discussion sessions (in small groups) to enable one to one interactions in tutorials and practicums such as School Contact Programme, Observing Children, SC3.1 and SC3.2, hands- on experiences in classes of Core Natural science and Core Mathematics in first year along with Nature walks, Heritage Walks and Museum Visits, field engagement which stresses on first hand experiential aspect of learning by observing oneself- Slum Project, SC3.1 and SC3.2 and Internship ((Please refer to the permission letters for first year, third year and fourth year for years 2015-16, 17-18, 18-19 and 19-20)

14) **Analyses student results-** Internal Assessment marks (of all years) and Journal Moderation marks (for fourth year) happens at the end of each academic year. Also, students results are discussed at length once declared and areas of improvement are identified and worked upon.

15)   **Uses analyses of results for future planning-** Internal Assessment marks (of all years) and Journal Moderation marks (for fourth year) happens at the end of each academic year. Also, students results are discussed at length once declared and areas of improvement are identified and worked upon.

16)   **Keeps track of student progression-** Please refer to Department Reports (2015-16, 16-17, 17-18 and 19-20)

17)   **Tracks alumni-** Please refer to alumni data details as mailed to Dr Marwaha on 11th and 13th oct from **beled.jmc@gmail.com**

18)   **Organizes student activities-** Department organises student festival titled 'AAGAZ' every year along with orientation programme, farewell programme and interaction with alumni (Please refer to Department Reports of 2015-16, 16-17, 17-18, 18-19 and 19-20).

19)   **Creates opportunity for enriching teacher quality-** Faculty members regularly participate in Faculty Development Programmes and continuously are engaged in research and publication (Please refer to Department Reports of 2015-16, 16-17, 17-18, 18-19 and 19-20 and data as shared by individual teachers via Google forms with NAAC team).

20)   **Follows fair evaluation process**- Criteria of assessment is shared with students before assigning them any evaluative task. Students can also improve and resubmit once the feedback is shared in form of individual remarks/ discussion. Also, the range of marks and criteria are discussed and moderated at department level as well as inter-college level. (Please refer to II year Internal Assessment Criteria for 2018-19 as a sample)

21) **Has timely evaluation process-** Criteria of assessment is shared with students before assigning them any evaluative task. Students can also improve and resubmit once the feedback is shared in form of individual remarks/ discussion. Also, regular supervisory support is provided in giving feedback on lesson planning, observation and journal writing in fourth year. (Please refer to II year Internal Assessment Criteria for 2018-19 as a sample, Feedback form for Middle School Internship, 2020)

22) **Evaluation process is meaningful to the students-** Criteria of assessment is shared with students before assigning them any evaluative task. Students can also improve and resubmit once the feedback is shared in form of individual remarks/ discussion. Also, regular supervisory support is provided in giving feedback on lesson planning, observation and journal writing in fourth year. (Please refer to II year Internal Assessment Criteria for 2018-19 as a sample, Feedback form for Middle School Internship, 2020 as a sample)

23) **Has library support for research-** The resource room of the department has books for both the teachers and students numbering 2500. These include books on subjects, story books for children (primary and middle), teaching learning materials for mathematics and science. These books are accessed through the lending system. (Please refer to Department Report of 2019-20).

24) **Supports faculty for undertaking research-** (Please refer to Department Reports of 2015-16, 16-17, 17-18, 18-19 and 19-20 and data as shared by individual teachers via google forms with the NAAC team)

25) **Provides opportunity to students for research outside curriculum-** Besides teaching in primary and middle grades in schools, our students also undertake research projects as part of the program requirement. These research projects address emergent issues of the school. They also undertake pedagogy based projects to gain insight into their chosen subject area. ((Please refer to the permission letters for fourth year for years 2015-16, 17-18, 18-19 and 19-20)

26) **Supports in-house collaboration (intra and inter department collaboration)-** Our students enthusiastically participate and collaborate with students of other departments while working in various college societies and college events. (Please refer to Department Reports of 2015-16, 16-17, 17-18, 18-19 and 19-20)

27) **Supports collaboration with external bodies-** First year visit KNMA museum for their art and craft practicum ,Second year go to Aurobindo Ashram, Nainital for their Physical Education practicum , Third year students go to an alternate school (Digantar, Jaipur), Fourth year students do their internship in various government schools ((Please refer to the permission letters for first year, third year and fourth year for years 2015-16, 17-18, 18-19 and 19-20)

28) **Has physical facilities that supports your plan-** The resource room of the department has books for both the teachers and students numbering 2500. These include books on subjects, story books for children (primary and middle), teaching learning materials for mathematics and science. These books are accessed through the lending system. (Please refer to Department Report of 2019-20).

29) **Has provision for learning resources-** The resource room of the department has books for both the teachers and students numbering 2500. These include books on subjects, story books for children (primary and middle), teaching learning

materials for mathematics and science. These books are accessed through the lending system. (<u>Please refer to Department Report of 2019-20</u>).

30) **Has access to learning resources-** The resource room of the department has books for both the teachers and students numbering 2500. These include books on subjects, story books for children (primary and middle), teaching learning materials for mathematics and science. These books are accessed through the lending system. (<u>Please refer to Department Report of 2019-20</u>).

31) **Has IT infrastructure -** The resource room of the department has books for both the teachers and students numbering 2500. These include books on subjects, story books for children (primary and middle), teaching learning materials for mathematics and science. These books are accessed through the lending system. (<u>Please refer to Department Report of 2019-20</u>)