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COLLEGE OF EDUCATION, KHAROD

(Managed by The Ankleshwar Progressive Education Trust)

KHAROD, Tal. Ankleshwar, Dist. Bharuch

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Website : www.coekharod.org (Grant-in- Aid-college)



NAAC ACCREDITED 'B' GRADE

મો. : ૭૨૮૪૯૮૩૭૬૯

કૉલેજ ઓફ એજ્યુકેશન, ખરોડ

(દી અંકલેશ્વર પ્રોગ્રેસીવ એજ્યુકેશન ટ્રસ્ટ સંચાલિત)

મુ. ખરોડ, તા. અંકલેશ્વર, જી. ભરૂચ.

(ગ્રાન્ટ-ઇન-એડ કોલેજ) પીન - ૩૯૪ ૧૧૫

Ref. No. :

Date :

2.2.2 Mentor- Mentee activities report

In the academic committee meeting, feedback obtained from the faculty and the principal regarding the transaction of the curriculum would have been discussed. In order to strengthen the feedback analysis system, feedback sessions with the students by the principal and staff would have been conducted to know their problems and learning difficulties which are discussed in the academic committee meeting to take the step of improvement for the trainees.

In the newly implemented curriculum of Indian Institute of Teacher Education, Gandhinagar with the adoption of the semester system of examination, time duration that is two years B. Ed course is rampant as the major obstacle for smooth transaction of the curriculum with proper coverage. Regarding the details of practice teaching in schools, a student teacher generally delivers 10 lessons covering one composite method subject she/he opted per day. These are observed by the teacher educators or conceded subject teachers and maintain the record of their observations in the supervisor observation book, known as Observation Book. So far, the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task. Besides, through interaction with the head master and the school teachers in respect us their concerned subject's he gets the feedback about student- tracers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student teachers are facing in taking and managing the classes. After completion this practice teaching in schools, a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance

The proceed of practice teaching has to be, as it actually is, in tune with the guidelines of the N.C.T.E. and Indian Institute of Teacher Education, Gandhinagar Teacher educators (preferably subject experts) check and approve all the lessons plans beforehand. The teacher educators observe all the lessons which are delivered during simulation as well as at the practice teaching.

The faculty as well as peer teams adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes, and liking of learners. The faculty uses different methods of instruction like. Discussion. Synthesis & Analysis, Problem Solving, Inductive-Deductive, Project, Brainstorming, Peer-tutoring, Role Playing, Demonstration, Experiment etc. Further, details of these are to be reported under criterion-V. To make teaching more effective, the technologies like PPT. Transparencies and Audio-Video are used rather increasingly.

Students of different methods go to the teacher educator/ professor of their respective method and acquire knowledge in the method. And they get regular guidance from their mentors for the problems they face while, presenting the lesson and the difficulties they face in maintaining the grip on the content. Whenever Mantee feels the need regarding academic work, Manor makes efforts to bring them forward in the academic work by providing guidance in the group and if necessary, individual guidance



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2.2.2 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

STUDENTS DIVERSITIES:

The admitted students fall in the following different categories which shows students diversities.

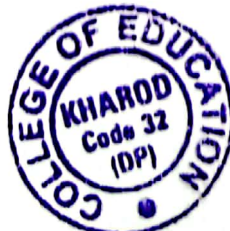
1. Subject Diversities:

Sr.no.	subject	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Gujarati	06	06	07	01	04
2	Hindi	06	06	07	00	00
3	English	06	06	07	03	03
4	Maths	06	07	07	05	11
5	Science	07	06	08	08	09
6	Social Science	06	06	06	03	05
7	Economics	00	01	05	02	02
8	Accountancy	12	12	08	13	02

2. Religious Diversity:

Sr.no.	Religious	Male	Female
2017-18			
	HINDU	05	39
	MUSLIM	03	02
	CHRISTIAN	00	00
2018-19			
	HINDU	10	30
	MUSLIM	00	10
	CHRISTIAN	00	05
2019-20			
	HINDU	05	42
	MUSLIM	03	05
	CHRISTIAN	00	00
2020-21			
	HINDU	02	20
	MUSLIM	05	07
	CHRISTIAN	01	00
2021-22			
	HINDU	25	03
	MUSLIM	05	03
	CHRISTIAN	00	00

In spite of the above identified diversities the College does not face any problem. All religious festivals are celebrated with due respect. Prayer assembly, Cultural Programme and Lunch break are a show case of religious harmony.



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