



Gyanoday College of Education Janjgir

Akaltara Road Janjgir, Distt- Janjgir-Champa (C.G.)

Contact No: 94252-30437

Recognised by NCTE, Govt of India and Affiliated with Bilaspur University

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EVALUATION POLICY OF THE COLLEGE

Evaluation Policy and process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

- Formal assessment of the student-teachers is done through the internal examinations (House Tests) twice in an academic year as per affiliation University Calendar. In addition to it, college or subject teachers conduct class-test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments.
- The Theory part is assessed internally as well as externally through Year-end Examination.
- Besides, students undertaker projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment.
- Each Theory part is assessed internally (20%), and externally (80%) through Year-end Examination.
- Practice teaching is assessed internally (40%) and through External Assessment (60%).
- The Work Experience Programme is likewise assessed internally (45% marks) and externally (55%).
- Annual Examination of theory papers is conducted under the aegis of GND University.

Informal assessment:

- Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.
- Assessment is also done through internal viva and submissions of assignments.
- Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion on problems of school environment also form basis of assessment.

As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

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Principal

Gyanoday College of Education
Janjgir, Distt- Janjgir-Champa (C.G.)

Institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs

The College ensures that only those faculties are appointed and retained who are well experienced besides meeting the eligibility criteria.

- Secondly, the college empowers faculty by **arranging experts' talks** on the relevant themes, such as listed hereunder:

Regular briefing of teacher educators is done to ensure that they are fully sensitive to the diverse learning needs. For this purpose an interactive and brain storming session is held once a month wherein faculty members discuss diverse student-specific needs.

- Thirdly, the faculties participate in seminars, workshops, etc. organized in the College and at different places. Detail of such participation is provided under 2.4.5
- All the teachers are watched through report about the activities under their charge and discussions on day to day problems during the faculty meeting for better implementation of components of training programme
- Regular briefing of teacher educators is done to ensure that they are fully sensitive to the diverse learning needs. For this purpose an interactive and brain storming session is held once a month wherein faculty members discuss diverse student-specific needs.
- Teacher Educators' sensitivity gets sustenance through their ability to organising cultural and literary activities of multiple natures. They organise paper presentation on different themes in workshops & seminars organized during Inter-House or inter-college competitions.
- The faculty supervise student teachers' participation in various activities with no discriminations on the basis of caste, creed or religion but having predilection towards weak, girls, and poor.
- Similarly, the teachers select students for various sports teams in such a way as to provide representation to various regions, religions; languages, etc.

The college makes all out effort to

- Develop a clear understanding of the psychology of students.
- Acquaint with the educational needs of special groups of students.
- Create interpersonal relationship with all the characters involved in the process of teaching-learning.
- Develop adaptability to the changing scenario in the society
- The Faculty endeavour to inculcate and promote integrated value system
- Faculty members empower student teachers on democratic values, on Inclusive Education, Integrated Education for Disabled Children, Effective Classroom Communication marked by variety in Teaching Learning Process, etc.

For more facts please see presentation under inclusiveness


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