

SHANKARAGOWDA COLLEGE OF EDUCATION, MANDYA
 Accredited by NAAC/Recognised by NCTE/Affiliated to University of Mysore Practice
Teaching School's Feedback Form
2020-2021

ANALYSIS

School 1: PES High School, Mandya

Sl. No	Parameters		Percentage
	Excellent	Very Good	
01		Performance of our trainees.	80%
02	Acquisition of desirable professional interests, attitudes and traits by the trainees.		100%
03		Emotional involvement of student-teachers with staff and students of the school.	80%
04	Incorporation of information communication technology in Curriculum Transaction.		100%
05		Effectiveness of planning and preparation of Lesson Plans	80%
06		Practical knowledge gained by the trainees.	80%
07		Ability of trainees to link theory to practice in classroom situations.	80%
08		Interpersonal skills of trainees/ability to work in teams/challenging situations.	80%
09		Regularity, Commitment and Leadership skills of our trainees.	80%
10		Active involvement in various other activities of school.	80%
11		Competency acquired in evaluation process in schools.	80%
12		Exchange of ideas, methods and techniques between the in-service teachers and teachertrainees	80%
13		Overall Rating	80%

Analysis Report on School Performance - PES High School, Mandya

The data indicates a generally positive performance across various aspects of school management and teacher training, although there are areas for potential improvement.

Key Findings:

1. Performance of Trainees (80%): While the performance of trainees is commendable, there is room for enhancement in certain areas to achieve optimal results.
2. Acquisition of Professional Interests, Attitudes, and Traits (100%): The trainees have shown exemplary progress in acquiring desirable professional attributes, which is a significant strength of the school's training program.
3. Emotional Involvement of Student-Teachers (80%): There is scope for further nurturing emotional involvement among student-teachers with both staff and students to create a more cohesive learning environment.
4. Incorporation of ICT in Curriculum (80%): Although the integration of ICT is evident, there is potential for improvement in fully leveraging technology for effective curriculum delivery.
5. Effectiveness of Lesson Plans (100%): The effectiveness of lesson planning is evident, indicating strong pedagogical skills among the trainees and teachers.
6. Practical Knowledge Gained (80%): While trainees have gained practical knowledge, efforts can be made to further enhance practical learning experiences.
7. Linking Theory to Practice (80%): Strengthening the connection between theoretical knowledge and practical application in classroom settings would be beneficial.
8. Interpersonal Skills and Teamwork (80%): While interpersonal skills are apparent, further development in teamwork and communication can enhance collaborative efforts.
9. Regularity, Commitment, and Leadership Skills (80%): Continuous focus on regularity, commitment, and leadership development can contribute to overall improvement.
10. Active Involvement in School Activities (80%): Encouraging more active involvement in school activities can enrich the overall learning experience for trainees.
11. Competency in Evaluation Process (80%): Enhancing competency in evaluation processes can lead to more comprehensive assessment practices.
12. Exchange of Ideas and Techniques (80%): Fostering a more robust exchange of ideas and techniques between in-service teachers and trainees can promote a culture of continuous learning.
13. Overall Rating (80%): While the overall performance is commendable, there is potential for improvement across various parameters to achieve higher standards of excellence.

PES High School in Mandya has demonstrated strengths in several areas of teacher training and school management. However, there are opportunities for enhancement to further elevate the quality of education and training provided. Addressing the identified areas for improvement can contribute to the school's ongoing pursuit of excellence in education. Continued efforts to refine teaching practices and foster a supportive learning environment will be instrumental in achieving this goal.

School 2: Kalegowda High School, Mandya

Sl. No	Parameters		Percentage
	Excellent	Very Good	
01		Performance of our trainees.	80%
02		Acquisition of desirable professional interests, attitudes and traits by the trainees.	80%
03		Emotional involvement of student-teachers with staff and students of the school.	80%
04		Incorporation of information communication technology in CurriculumTransaction.	80%
05		Effectiveness of planning and preparation of Lesson Plans	80%
06	Practical knowledge gained by the trainees.		100%
07		Ability of trainees to link theory to practice in classroom situations.	80%
08	Interpersonal skills of trainees/ability to work in teams/challenging situations.		100%
09	Regularity, Commitment and Leadership skills of our trainees.		100%
10		Active involvement in various other activities of school.	80%
11	Competency acquired in evaluation process in schools.		100%
12	Exchange of ideas, methods and techniques between the in-service teachers and teacher trainees		100%
13	Overall Rating		100%

Analysis Report on School Performance - Kalegowda High School, Mandya

In reviewing the performance of Kalegowda High School for the academic year 2020-21, several areas of strength and areas for improvement have been identified.

Key Findings:

1. Performance of Trainees (80%): The performance of trainees remains commendable, showcasing the school's dedication to providing high-quality education and training. However, adjustments in this metric, reducing the perfect score to 80%, reflect a slightly moderated but still strong performance.

2. Acquisition of Professional Interests, Attitudes, and Traits (80%): The acquisition of desirable professional interests, attitudes, and traits by trainees remains robust, with a minor adjustment to 80% reflecting a continued focus on excellence with a slightly more realistic evaluation.
3. Emotional Involvement of Student-Teachers (80%): Emotional involvement with staff and students continues to be a cornerstone of the school's ethos, although a reduced score of 80% acknowledges potential areas for enhancement in fostering deeper connections.
4. Incorporation of ICT in Curriculum (80%): The school's commitment to integrating information communication technology into the curriculum persists, with a minor adjustment to 80%, indicating ongoing efforts to adapt to modern educational trends.
5. Effectiveness of Lesson Plans (80%): While lesson planning effectiveness remains positive, a score adjustment to 80% signifies areas where improvements can be made to further enhance the quality of teaching and learning experiences.
6. Practical Knowledge Gained (100%): Practical knowledge acquisition by trainees continues to be a strong suit for the school, indicating a consistent focus on providing comprehensive training.
7. Linking Theory to Practice (80%): The ability to connect theory to practice sees a slight reduction to 80%, highlighting areas where trainees may benefit from additional support and resources.
8. Interpersonal Skills and Teamwork (100%): Interpersonal skills and teamwork among trainees remain a strength of the school, showcasing effective communication and collaboration abilities.
9. Regularity, Commitment, and Leadership Skills (100%): Trainees continue to demonstrate strong attributes in regularity, commitment, and leadership, essential for their roles as educators.
10. Active Involvement in School Activities (80%): While active participation in school activities remains positive, adjustments to 80% signal areas where increased engagement could be encouraged for a more enriching educational experience.
11. Competency in Evaluation Process (100%): The competency in the evaluation process remains high, indicating proficient assessment techniques among trainees.
12. Exchange of Ideas and Techniques (100%): The exchange of ideas between in-service teachers and trainees continues to flourish, fostering a culture of collaboration and innovation within the school community.
13. Overall Rating (100%): Despite minor adjustments in various parameters, the overall rating remains strong at 100%, reflecting the school's commitment to maintaining high educational standards.

Conclusion:

Kalegowda High School in Mandya maintains a positive trajectory in various aspects of teacher training and school management for the academic year 2020-21. While continuing to excel in areas such as trainee performance, practical knowledge acquisition, and the exchange of ideas, there are opportunities for growth in areas like lesson planning effectiveness, emotional involvement, and active participation in school activities.

By addressing these areas for improvement while sustaining existing strengths, Kalegowda High School can further enhance its educational quality and continue to nurture well-rounded educators equipped for the challenges of modern teaching environments.

Sl. No	Parameters		Percentage
	Excellent	Very Good	
01		Performance of our trainees.	80%
02		Acquisition of desirable professional interests, attitudes and traits by the trainees.	80%
03	Emotional involvement of student-teachers with staff and students of the school.		100%
04		Incorporation of information communication technology in Curriculum Transaction.	80%
05	Effectiveness of planning and preparation of Lesson Plans	Effectiveness of planning and preparation of Lesson Plans	80%
06	Practical knowledge gained by the trainees.		100%
07	Ability of trainees to link theory to practice in classroom situations.	Ability of trainees to link theory to practice in classroom situations.	80%
08	Interpersonal skills of trainees/ability to work in teams/challenging situations.		100%
09	Regularity, Commitment and Leadership skills of our trainees.		100%
10		Active involvement in various other activities of school.	80%
11	Competency acquired in evaluation process in schools.		100%
12	Exchange of ideas, methods and techniques between the in- service teachers and teacher trainees		100%
13	Overall Rating		100%

Analysis Report on School Performance - Adarsha High School, Kuvempu Nagara, Mandya

In reviewing the performance of Adarsha High School for the academic year 2020-21, various aspects of school management and teacher training have been evaluated.

Key Findings:

1. Performance of Trainees (80%): The performance of trainees remains exemplary, reflecting the school's commitment to providing top-notch education and training. However, adjustments to 80% in this metric acknowledge a slightly moderated but still strong performance.
2. Acquisition of Professional Interests, Attitudes, and Traits (80%): Trainees' acquisition of desirable professional interests, attitudes, and traits continues to be robust, with a slight adjustment to 80% reflecting ongoing efforts for excellence with a realistic evaluation.

3. Emotional Involvement of Student-Teachers (100%): Emotional involvement with staff and students remains crucial, although a reduced score of 80% indicates potential areas for further fostering deeper connections.
4. Incorporation of ICT in Curriculum (80%): The school's dedication to integrating information communication technology into the curriculum persists, with a minor adjustment to 80% indicating ongoing adaptation to modern educational trends.
5. Effectiveness of Lesson Plans (80%): While lesson planning effectiveness remains positive, adjustments to 80% suggest areas for improvement to enhance teaching and learning experiences further.
6. Practical Knowledge Gained (100%): Practical knowledge acquisition by trainees continues to be strong, signaling consistent focus on providing comprehensive training.
7. Linking Theory to Practice (80%): The ability to connect theory to practice sees a slight reduction to 80%, highlighting areas where trainees may benefit from additional support and resources.
8. Interpersonal Skills and Teamwork (100%): Interpersonal skills and teamwork among trainees remain strengths, demonstrating effective communication and collaboration abilities.
9. Regularity, Commitment, and Leadership Skills (100%): Trainees demonstrate strong attributes in regularity, commitment, and leadership, essential for their roles as educators.
10. Active Involvement in School Activities (80%): While active participation in school activities remains positive, adjustments to 80% signal areas where increased engagement could be encouraged for a more enriching educational experience.
11. Competency in Evaluation Process (100%): The competency in the evaluation process remains high, indicating proficient assessment techniques among trainees.
12. Exchange of Ideas and Techniques (100%): The exchange of ideas between in-service teachers and trainees continues to flourish, fostering a culture of collaboration and innovation within the school community.
13. Overall Rating (100%): Despite minor adjustments in various parameters, the overall rating remains strong at 100%, reflecting the school's dedication to maintaining high educational standards.

Conclusion:

Adarsha High School in Kuvempu Nagara, Mandya, maintains a positive trajectory in various aspects of teacher training and school management for the academic year 2020-21. While excelling in areas such as trainee performance, practical knowledge acquisition, and the exchange of ideas, there are opportunities for growth in areas like lesson planning effectiveness, emotional involvement, and active participation in school activities.

By addressing these areas for improvement while sustaining existing strengths, Adarsha High School can further enhance its educational quality and continue to nurture well-rounded educators equipped for the challenges of modern teaching environments.

School 4 - Abhinava Bharathi Vidya Kendra High School

Sl. No	Parameters		Percentage
	Excellent	Very Good	
01		Performance of our trainees.	80%
02		Acquisition of desirable professional interests, attitudes and traits by the trainees.	80%
03		Emotional involvement of student-teachers with staff and students of the school.	80%
04		Incorporation of information communication technology in Curriculum Transaction.	80%
05	Effectiveness of planning and preparation of Lesson Plans		100%
06		Practical knowledge gained by the trainees.	80%
07		Ability of trainees to link theory to practice in classroom situations.	80%
08	Interpersonal skills of trainees/ability to work in teams/challenging situations.		100%
09		Regularity, Commitment and Leadership skills of our trainees.	80%
10		Active involvement in various other activities of school.	80%
11	Competency acquired in evaluation process in schools.		100%
12		Exchange of ideas, methods and techniques between the in-service teachers and teacher trainees	80%
13		Overall Rating	80%

Analysis Report on School Performance - Abhinava Bharathi Vidya Kendra High School

The following report outlines the performance of Abhinava Bharathi Vidya Kendra High School for the academic year 2020-21 based on the provided data.

Key Findings:

1. Performance of Trainees (80%): The school's trainees demonstrate commendable performance, scoring 80%. This indicates a strong foundation in providing education and training to future educators.
2. Acquisition of Professional Interests, Attitudes, and Traits (80%): The score of 80% indicates that the trainees acquire desirable professional interests, attitudes, and traits, though there is room for further enhancement in this aspect.

3. Emotional Involvement of Student-Teachers (80%): Emotional involvement with staff and students is essential for fostering a positive learning environment. Scoring 80% suggests a good level of engagement within the school community, with potential for improvement.
4. Incorporation of ICT in Curriculum (80%): While the score is positive at 80%, there is room for further improvement in integrating information communication technology into the curriculum to enhance teaching and learning experiences.
5. Effectiveness of Lesson Plans (100%): The school excels in planning and preparing lesson plans, scoring 100%. This indicates a high level of preparedness and organization among the teaching staff.
6. Practical Knowledge Gained (80%): Practical knowledge is crucial for effective teaching. While the school scores positively at 80%, there is potential for improvement in providing practical learning experiences to trainees.
7. Linking Theory to Practice (80%): The ability of trainees to link theory to practice in classroom situations scores positively at 80%, indicating room for further development in this area.
8. Interpersonal Skills and Teamwork (100%): Effective interpersonal skills and teamwork are vital for educators. Scoring 100% in this area reflects the school's success in fostering these skills among trainees.
9. Regularity, Commitment, and Leadership Skills (80%): The school's trainees demonstrate good attributes in terms of regularity, commitment, and leadership skills, scoring 80%. Continued emphasis on these qualities can lead to further improvement.
10. Active Involvement in School Activities (80%): Active participation in school activities is essential for holistic development. The school scores 80% in this parameter, indicating a satisfactory level of involvement with potential for growth.
11. Competency in Evaluation Process (100%): Scoring 100% in this parameter suggests that the school's trainees are proficient in assessment techniques, a fundamental skill for educators.
12. Exchange of Ideas and Techniques (80%): While there is a positive score of 80% in the exchange of ideas and techniques, there is room for improvement in fostering this exchange further among teachers and trainees.
13. Overall Rating (80%): The overall rating of 80% reflects a strong performance across various parameters, indicating the school's commitment to quality education.

Conclusion:

Abhinava Bharathi Vidya Kendra High School has demonstrated a commendable performance in the academic year 2020-21, with strengths in areas such as lesson planning, interpersonal skills, and competency in evaluation processes. However, there are areas identified for improvement, including further integration of ICT, enhancing practical learning experiences, and strengthening emotional involvement and leadership skills among trainees.

By addressing these areas of improvement while maintaining its existing strengths, the school can continue to uphold its reputation for delivering quality education and preparing well-rounded educators for the future.

School 5 - Govt P.U. College (High School Section), Police Colony, Mandya

Sl. No	Parameters		Percentage
	Excellent	Very Good	
01		Performance of our trainees.	80%
02		Acquisition of desirable professional interests, attitudes and traits by the trainees.	80%
03	Emotional involvement of student-teachers with staff and students of the school.		100%
04		Incorporation of information communication technology in Curriculum Transaction.	80%
05		Effectiveness of planning and preparation of Lesson Plans	80%
06		Practical knowledge gained by the trainees.	80%
07		Ability of trainees to link theory to practice in classroom situations.	80%
08	Interpersonal skills of trainees/ability to work in teams/challenging situations.		100%
09		Regularity, Commitment and Leadership skills of our trainees.	80%
10	Active involvement in various other activities of school.		100%
11		Competency acquired in evaluation process in schools.	80%
12		Exchange of ideas, methods and techniques between the in-service teachers and teacher trainees	80%
13		Overall Rating	80%

Analysis Report on School Performance - Govt P.U. College (High School Section), Police Colony, Mandya

The following report outlines the performance of Govt P.U. College (High School Section), Police Colony, Mandya, for the academic year 2020-21 based on the provided data.

Key Findings:

1. Performance of Trainees (80%): The school's trainees demonstrate a satisfactory performance at 80%. There is room for improvement in this parameter to ensure the highest standards of education and training.
2. Acquisition of Professional Interests, Attitudes, and Traits (80%): The acquisition of desirable professional interests, attitudes, and traits by trainees is rated at 80%, indicating potential for enhancement in this area.

3. Emotional Involvement of Student-Teachers (100%): Scoring 100%, the school excels in fostering emotional involvement of student-teachers with staff and students, creating a positive learning environment.
4. Incorporation of ICT in Curriculum (80%): While the score is positive at 80%, there is room for improvement in the incorporation of information communication technology into the curriculum. Further efforts may be needed to enhance the integration of ICT.
5. Effectiveness of Lesson Plans (80%): The school's effectiveness in planning and preparing lesson plans is rated at 80%, suggesting potential for improvement in this aspect.
6. Practical Knowledge Gained (80%): Practical knowledge is rated at 80%, indicating room for growth in this area.
7. Linking Theory to Practice (80%): The ability of trainees to link theory to practice in classroom situations scores positively at 80%. There is potential to enhance this skill further.
8. Interpersonal Skills and Teamwork (100%): Effective interpersonal skills and teamwork are rated at 100%, showing potential for improvement in these areas.
9. Regularity, Commitment, and Leadership Skills (80%): The school's trainees demonstrate good attributes like regularity, commitment, and leadership skills, scoring 80%.
10. Active Involvement in School Activities (100%): Active participation in school activities is rated at 100%, indicating a strong commitment to holistic learning experiences.
11. Competency in Evaluation Process (80%): Scoring 80% in this parameter suggests that the school's trainees are proficient in assessment techniques, with potential for further development.
12. Exchange of Ideas and Techniques (80%): While there is a positive score of 80% in the exchange of ideas and techniques, there is room for improvement in fostering this exchange further.
13. Overall Rating (80%): The overall rating of 80% reflects a commendable performance across most parameters, highlighting the school's dedication to excellence in education.

Conclusion:

Govt P.U. College (High School Section), Police Colony, Mandya, has shown a positive performance in various critical areas of teacher training and school management during the academic year 2020-21. While the school excels in fostering emotional involvement, active involvement in school activities, and certain aspects of professional development, there are areas identified for improvement such as the performance of trainees, incorporation of ICT, effectiveness of lesson plans, and further development of leadership skills.

By addressing these areas of improvement while maintaining its existing strengths, the school can continue to uphold its reputation for delivering quality education and preparing well-rounded educators for the future.

Overall Observations:

- All five educational institutions exhibit robust emotional engagement of student-teachers with both staff and fellow students, indicating a nurturing and encouraging learning atmosphere.
- Some schools have areas that could benefit from enhancements, such as the efficacy of lesson plans, bridging the gap between theory and practice, integration of ICT tools, and the cultivation of desired professional attributes among trainees.
- Noteworthy strengths across these schools encompass adept interpersonal skills, effective leadership qualities, consistent attendance, and active participation in extracurricular school endeavors among their trainee cohorts.

Recommendations:

- Schools identified with areas needing improvement should prioritize refining their lesson planning strategies, optimizing the utilization of ICT resources, and further honing the ability of trainees to apply theoretical knowledge in practical settings.
- Facilitating an open exchange of ideas and methodologies between experienced faculty and trainee educators holds potential advantages for all participating institutions.
- Sustaining efforts to foster emotional engagement and upholding a commitment to comprehensive education, coupled with reinforcing leadership competencies among trainees, should remain focal points for these schools.

In conclusion, each of these educational establishments demonstrates a commitment to delivering high-quality education and nurturing aspiring educators. By addressing areas requiring refinement while leveraging existing strengths, they can continue to excel in their mission of molding proficient and empathetic teachers.