



S.N.D.T. College of Education, Pune



AQAR 2010-11

Submitted To

**National Assessment And
Accreditation Council
(NAAC)**

Part – A

AQAR for the year

2010-2011

1. Details of the Institution

1.1 Name of the Institution

S.N.D.T. College of Education, Pune

1.2 Address Line 1

Maharshi Karve, Vidyavihar

Address Line 2

Karve Road,

City/Town

Pune

State

Maharashtra

Pin Code

411038

Institution e-mail address

educationcollegepune@sndt.ac.in
sndt.iase@gmail.com

Contact Nos.

020-25433416

Name of the Head of the Institution:

Dr. Leena Deshpande

Tel. No. with STD Code:

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Name of the IQAC Co-ordinator:

Dr. Chitra Sohani

Mobile:

09881615081



IQAC e-mail address:

educationcollegepune@sndt.ac.in
sndt.iase@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

MHCOTE 10636

OR

1.4 NAAC Executive Committee No. & Date:

8 Jan. 2004

1.5 Website address:

www.sndtiase.com

Web-link of the AQAR:

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B++	83.25	2004	5 Years
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD /MM / YYYY

4 March 2005

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

IQAC hard copy submitted to NAAC on 13/08/2010

1.9 Institutional Status

University

State

Central

Deemed

Private

Affiliated College

Yes

No

Constituent College

Yes

No



Autonomous college of UGC	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>		
Regulatory Agency approved Institution	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NCTE	
Type of Institution	Co-education	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women	<input checked="" type="checkbox"/>
	Urban	<input checked="" type="checkbox"/>	Rural	<input type="checkbox"/>	Tribal	<input type="checkbox"/>
Financial Status	Grant-in-aid		UGC 2(f)	<input checked="" type="checkbox"/>	UGC 12B	<input checked="" type="checkbox"/>
	Grant-in-aid +	<input checked="" type="checkbox"/>	Self Financing	<input type="checkbox"/>	Totally Self-financing	<input type="checkbox"/>

1.10 Type of Faculty/Programme

Arts	<input type="checkbox"/>	Science	<input type="checkbox"/>	Commerce	<input type="checkbox"/>	Law	<input type="checkbox"/>	PEI (Phys Edu)	<input type="checkbox"/>
TEI (Edu)	<input checked="" type="checkbox"/>	Engineering	<input type="checkbox"/>	Health Science	<input type="checkbox"/>	Management	<input type="checkbox"/>		<input type="checkbox"/>

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State / Central Govt. / University	<input type="text" value="_____"/>
University with Potential for Excellence	<input type="text" value="_____"/>
DST Star Scheme	<input type="text" value="_____"/>
UGC-Special Assistance Programme	<input type="text" value="_____"/>
UGC-Innovative PG programmes	<input type="text" value="_____"/>
UGC-COP Programmes	<input type="text" value="_____"/>

UGC-CPE	<input type="text" value="_____"/>
UGC-CE	<input type="text" value="_____"/>
DST-FIST	<input type="text" value="_____"/>
Any other (Specify)	<input type="text" value="IASE"/>

2. IQAC Composition and Activities

2.1 No. of Teachers	04
2.2 No. of Administrative/Technical staff	01
2.3 No. of students	0
2.4 No. of Management representatives	0
2.5 No. of Alumni	0
2.6 No. of any other stakeholder and community representatives	0
2.7 No. of Employers/ Industrialists	0
2.8 No. of other External Experts	02
2.9 Total No. of members	07
2.10 No. of IQAC meetings held	Three (12/6/2010, 3/7/2010, 22/2/2011)

2.11 No. of meetings with various stakeholders: No. Faculty 3 (12/6/10, 3/7/10, 22/2/11)

Non-Teaching Staff Students 3(12/6/10, 3/7/10, 22/2/11) Alumni 1 Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level 1

(ii) Themes Constructivism in Education.

2.14 Significant Activities and contributions made by IQAC

Institution level research project on 'Constructivism in Teacher Education' by collaborative efforts of all the faculty members; Student teachers were given training about application of constructivist approach in Microteaching and practice teaching

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Involvement of all faculty in the institutional research project	Awareness about constructivism in faculty, Project reports.

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body IQAC

Provide the details of the action taken

Orientation to all faculty and student-teachers about constructivism, change in microteaching, lesson evaluation proforma consistent with constructivism.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG				
UG	1			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
Total	1			

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS / Elective option

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	
Trimester	
Annual	01

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual

Co-operating schools (for PEI)

****Please provide an analysis of the feedback in the Annexure***

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Microteaching lesson observation Proforma were revised based on constructivism
--

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors/Principal	Others
	8	4	3	1	-

2.2 No. of permanent faculty with Ph.D. 05

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors /Principal		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	4	-	3	-	1	-	-	-	8	-

2.4 No. of Guest and Visiting faculty and Temporary faculty NIL

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/	2	3	6
Presented papers	2	3	6
Resource Persons			4

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Application of Constructivist and cooperative learning in curriculum transaction of B.Ed. program through use of group discussion, self learning, brain storming, Quiz , Use of concept maps etc.

2.7 Total No. of actual teaching days during this academic year 187

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions) Online question papers and Masking of answer papers by

2.9 No. of faculty members involved in curriculum Restructuring / revision/ syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 3 1

2.10 Average percentage of attendance of students

80

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	79	--	73	1		92.50

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

All staff members participated in orientation of constructivism. All the staff members participated in developing tools of evaluation of the research project. Staff members were encouraged to use novel methods, participatory methods in curriculum transaction.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	1
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	
Others-Faculty development program by College	7

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff (9)	5	4	-	2
Technical Staff	-	-	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

1. Orientation to all faculty members about collaborative research project
2. Preparation of tools through group discussion.
3. Several internal meetings and discussions for preparation of data analysis and research report

3.2 Details regarding major projects: NIL

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number		1		
Outlay in Rs. Lakhs			0.65	

3.4 Details on research publications

	International	National	Others
Peer Review Journals		4	2
Non-Peer Review Journals			3
e-Journals			
Conference proceedings		3	

3.5 Details on Impact factor of publications:

Range Average Index h SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects	2010-11	UGC	0.65	0.40
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects				

<i>(other than compulsory by the University)</i>				
Any other(Specify)	2010-11	College		
Total				

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences Organized by the Institution

Level	International	National	State	University	College
Number					
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number	Year
National	Applied		
	Granted		
International	Applied		
	Granted		
Commercialised	Applied		
	Granted		

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution

Ph. D. Guides Students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level National level International level

3.22 No. of students participated in NCC events:

University level State level National level International level

3.23 No. of Awards won in NSS:

University level State level National level International level

3.24 No. of Awards won in NCC :

University level State level National level International level

3.25 No. of Extension activities organized:

University forum College forum NCC NSS Any other



3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. 25 student-teachers participated in primary eye check up program.
2. Five student-teachers participated in eye-check up in an orphanage in pune.
3. Student-teachers visited Gandhi Bhavan and Surhad Mandal to understand problems of children with special need Science exhibition for school students on environmental awareness.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	84983.98 Sq. Mtr			
Class rooms	6			
Laboratories	2			
Seminar Halls	1			
No. of important equipments purchased (1-0 lakh) during the current year.				
Value of the equipment purchased during the year (Rs. in Lakhs)				
Others				

4.2 Computerization of administration and library

Computers were used for correspondence, record keeping, timetable, admission process, internal assessment and results.

A.V. room is available in library; college has subscribed online following SAGE Journals: Assessment for effective intervention, Intervention is school and clinic, Teacher education and special education.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value

Text Books	99	22233	94	21468		
Reference Books	528	227232				
e-Books						
Journals	14	32635				
e-Journals						
Digital Database						
CD & Video	31	4984				
Others (specify) School textbook,	54	3063				

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	24	1	available			3		2
Added	1							
Total	24							

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Two computers purchased, two LCD projectors, Online journals are subscribed

4.6 Amount spent on maintenance in lakhs :

i) ICT

0.60

ii) Campus Infrastructure and facilities

0.10

iii) Equipments

0.15

iv) Others

-

Total :

0.85

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Orientation is given at the beginning through lecture series.
- Mock interviews are organized
- Student-teachers are informed regarding employment availability through notices and posters.
- Each faculty member work as mentor to provide help and guidance regarding health, finance and family problems.

5.2 Efforts made by the institution for tracking the progression

- Tutorials and quiz are arranged.
- Extra guidance and remedial measures are taken for low achievers.
- Teach –re teach cycles are increased during microteaching for low performance.
- Opportunity for resubmit assignments, tutorials.
- Diagnostic feedback is provided in test and tutorials.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
80			

(b) No. of students outside the state

(c) No. of international students

Men	No	%	Women	No	%
				80	100

Last Year						This Year					
General	SC	ST	OBC	SBC & NT	Total	General	SC	ST	OBC	SBC & NT	Total
39	10	4	17	10	80	31	16	6	16	11	80

Demand ratio

Dropout % 0

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

SET guidance workshop from 22 Nov-24 Nov. 2010.

No. of students beneficiaries

25

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT

IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Counselling to all student-teachers at the time of admission about selection of subjects and for married student-teachers about prevention of pregnancy,
 Informal personal counselling to student-teachers having educational and personal problems

No. of students benefitted

80

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>	
Number of Organizations Visited	of Number of Students Participated	Number of Students	of Number of Students Placed	Number of Students Placed
9		15		4

5.8 Details of gender sensitization programmes

(1) Empowerment of Indian Muslim women by Prof. Mumtaz Sheikh. (2) Women empowerment in Iran by Parhan Panahi. (3) Life of Bhagini Nivedita by Mrs. Kanade Sangita. (4) World women's day celebrated by arranging lecture by Reva Kulkarni. (5) Lecture by Principal Anagha Gholap & prof. Pournima Chikermane

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

5.9.2 No. of students participated in cultural events - Granthotsavw

State/ University level National level International level

5.9.3 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	2	400
Financial support from government	49	694378/-
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

3

5.13 Major grievances of students (if any) redressed:
NIL

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision : Our institute would be an excellent teacher education institute for women teachers providing conducive environment of innovations and research and striving hard to develop empowered, creative and constructivistic women teachers for meeting the global challenges of future education.

Mission : We are committed to women teachers' empowerment through constructivistic curriculum transaction. Further we are committed to develop women teachers inspired with universal values and sense of social commitment and well prepared to meet the challenges due to changing socio-cultural needs of educational system.

6.2 Does the Institution has a management Information System

No

6.3 Quality improvement strategies adopted by the institution for each of the following: The curriculum is consistent with guidelines given by NCTE, UGC and NCF 2005.

6.3.1 Curriculum Development

The entire curriculum is the reflection of mission and goals.

6.3.2 Teaching and Learning

Faculty members used various innovative methods, techniques or models for teaching of content, faculty members used LCD, Computers and printed self learning materials.

6.3.3 Examination and Evaluation

Internal examination and tutorials were conducted for practice. Opportunity was given for peer observation of teaching throughout the year. Computer projects and seminars were evaluated by two faculty members.

6.3.4 Research and Development

An institutional level research project was planned and executed by collaboration of all faculty members. Faculty development programs were arranged by college. Faculty was encouraged to undertake research.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Orientation and information literacy programmes as well as reference service given to students throughout the year.

6.3.6 Human Resource Management

(1) Systematic workload and administrative responsibilities distribution was done in the beginning of the year. (2) Faculty development programmes were arranged. (3) Maximum students' participation was taken in planning and implementation of all activities.

6.3.7 Faculty and Staff recruitment

(1) Requirements of vacant post were communicated to university and joint director of higher education. (2) Temporary administrative staff recruitments were done by permission of university.

6.3.8 Industry Interaction / Collaboration

(1) Being teacher education college interactions were done with schools and other educational institutes such MSCERT, text book bureau, SSC, board and other universities.

6.3.9 Admission of Students

(1) Admission committee and all faculty members planned the process well in advance. (2) Proper information was provided and counselling was done time to time to all students relevant record was kept.

6.4 Welfare schemes for

Teaching	Nil
Non teaching	Ganpati festival advance and loan with interest.
Students	(1) scholarships and freeship from state government and social welfare departments. (2) financial help for needy student through sponsored. (3) health check up of student

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		No	
Administrative	No		No	

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

University introduced masking of answer paper with a random reference no for secrecy of student identity also question papers were sent online one hour before examination with a password only known to superintendent of examination to control leaking of question

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

(1) Principals are authorised to take financial decision up to Rs. 10000/- (2) University sanctions temporary post are filled by principal. (3) Autonomy is given in curriculum transaction.

6.11 Activities and support from the Alumni Association

Workshops were conducted on “study skills” and “cooperate learning” by Alumni association. Guidance was given at the time of mock interviews.

6.12 Activities and support from the Parent – Teacher Association

(1) No formal PTA has been formed; however necessary interactions are done from time to time. (2) Parents are invited for annual social gathering.

6.13 Development programmes for support staff

No formal program was arranged. But support staff was given orientation to use technical equipments. Faculty development program was attended by support staff if time allows.

6.14 Initiatives taken by the institution to make the campus eco-friendly

(1) Artificial nests are kept on trees. (2) Tree plantation is done from time to time. (3) Dust bins are kept at various places. (4) Compost pit is maintained.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

(1) Constructivist lesson plans were introduced. Evaluation tools for microteaching and lessons were revised from constructivist point of view. All the faculty members were given orientation.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

(1) The evaluation proforma were developed and all staff members and students were given orientation. (2) An institutional research project was completed involving all the staff members and students (3) All the activities were planned for awareness about women

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

(1) Eight dimensional group competition based on multiple intelligence. (2) Workshop and reflective writing held on “my dream school and education”.

**Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

(1) Environment education is compulsory component of syllabus
(2) Student-teachers are oriented to bring environmental awareness through their practice lessons on 21 Sept 2010 save fuel lecture was arranged.
(3) Lecture on disaster management was arranged on 14 Jan 2011.
(4) Some student-teachers participated in education competition on environment awareness.

7.5 Whether environmental audit was conducted? Yes

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Dr.Lalita Aagashe, our notable alumni conducted group interview of student teachers and faculty members to study awareness about constructivism and the analysis was included in the report of institutional research projects.



8. Plans of institution for next year

(1) Organizing faculty development program under capacity building program grant from UGC in 11th plan. (2) Undertaking research projects by all faculty members under innovative program grant from UGC in 11th plan.

Name *Dr. Chitra Sohani* _____

Name *Dr. Nalini Patil* _____

Signature of the Coordinator, IQAC
Chairperson, IQAC

Signature of the

Appendices

Appendix A: Year Plan

Year Plan of Curriculum Transaction 2010-11

Part 1: August 2010 to December 2010

Month	Week 1	Week 2	Week 3	Week 4	Week 5
August	Admission procedure	Inauguration of B.Ed. program, Orientation of syllabus, Content enrichment	Microteaching, Theory lectures Celebration of Independence Day	Microteaching, Theory lectures	Microteaching
September	Microteaching, Integration lessons, evaluation workshop, Teacher's day	Simulation lessons, school lesson guidance, Theory lectures Hindi Din	school lesson guidance, School lessons, Theory lectures, work experience	school lesson guidance, School lessons, Theory lectures, work experience	school lesson guidance, School lessons, Theory lectures, ICT practical, work experience
October	school lesson guidance, School lessons, Theory lectures, ICT practical, Course II Tutorial,	school lesson guidance, School lessons, Theory lectures, ICT practical Simulation lessons, Theory course Assignment Tutorial	Theory lectures, ICT practical, psychology experiment, Theory course Assignment orientation, Tutorial, Shardiya Lecture series	Theory lectures, ICT practical, psychology experiment, Theory course Assignment orientation, Tutorial, Shardiya Lecture series,	Theory lectures, ICT practical, psychology experiment, Kojagiri
November	Diwali Vacation	Diwali Vacation	Diwali Vacation,	Simulation lessons, lectures, psychology experiment, ICT practical, Tutorial, Jaiva Tantradyan din	Theory lectures, psychology experiment, ICT practical, internship orientation
December	Theory lectures, Internship orientation, Aids awareness exhibition	Internship	Internship, theory lectures, ICT practical, work experience, working with community	Theory lectures, ICT practical, Theory course Assignment 2 orientation, Educational visit	Christmas vacation

Part 2: January 2011 to April 2011

Month	Week 1	Week 2	Week 3	Week 4	Week 5
January	Theory lectures, ICT practical, Theory lectures, ICT practical, Balika Din	School lessons, Theory lectures, ICT practical, Geography Day	School lessons, Theory lectures, ICT practical, work experience	School lessons, Theory lectures, ICT practical, School lessons, Republic Day	School lessons, Theory lectures, ICT practical, School lessons, work experience
February	Theory lectures, ICT practical, School lessons, Competitions	Competitions, Annual Social Gathering, Theory lectures	Theory lectures, Theory lectures, ICT practical)	Theory lectures, Theory lectures, ICT practical, Science day	Theory lectures, Theory lectures, ICT practical, Seminars
March	Theory lectures, Seminars	Theory lectures, Seminars, World Women's day	Theory lectures, Seminars	Theory lectures, Seminars	Theory lectures, computer practical examination
April	Theory lectures,	Revision lectures	Practice examination, Mock interview	send Off, Preparatory leave	Annual Examination
May	Annual Examination	Annual Examination			

Appendix B: Analysis of student feedback

Student teachers' feedback at a glance

Year 2010-11

We receive student teachers' feedback in written format every year at the end of academic year. Out of total 80 student teachers, about 70 student teachers were present for the send off function, and their written feedback could be obtained.

Positive feedback –

- Highly satisfied for teaching learning process.
- Deeply impressed with constructivist methodology of teaching.
- Teaching staff is well qualified and enthusiastic.
- Lecture series on “women empowerment” was very motivating and enriching.

Demand and suggestions –

- More number of school text books needed in the library.
- We need a bigger stage to perform co-curricular activities.

Appendix C: Best Practices

Best Practice No. 1

Title: Eight Dimensional Group Competition based on Multiple Intelligence

Goals:

1. To inculcate the spirit of healthy competition, and team work spirit among student teachers.
2. To make student teachers aware regarding multiple intelligence
3. To give student teachers opportunity to identify their special inclination towards particular aspect of multiple intelligence.
4. To provide the guidelines to student teachers regarding development of different aspects of multiple intelligence.

Context:

The concept of multiple intelligences was proposed and developed by the psychologist Howard Gardener. According to this theory human intelligence is multiple in its nature, having following eight types of intelligences.

1. Kinaesthetic intelligence.
2. Verbal intelligence.
3. Logical-mathematical intelligence.
4. Musical intelligence.
5. Nature orientated intelligence.
6. Visual-spatial intelligence.
7. Inter personal intelligence
8. Intra personal intelligence.

It was thought appropriate to introduce student teachers application of this theory with a game event in year 2010-11.

Practice:

All the time of annual social gathering a special competition was organized for all the student teachers of the college. They were assigned to eight groups according to their role numbers. The student teachers of different subjects were mixed up randomly. The reason was to provide opportunity for the student teachers to know classmates thoroughly through interactions and learn to cooperate with the group. The student teachers had to work together and compete in the competition “Eight Dimensional Group” (Ashtapailu Group) providing opportunity to show multiple intelligences.

Following eight competitions were organized:

No.	Type of Intelligence tapped	Type of Competition
1	Bodily Kinaesthetic	Hurdle race (Completing four tasks by one student: Jumping over the table, passing under the chair, threading beads, filling beaker using sponge from taking water from a bottle, Completing four tasks by partner: running by balancing lemon in a spoon held in mouth, unthreading beads, Passing under a chair, jumping over a table)
2	Verbal	Solving word puzzle (Identifying all 20 words in word-puzzle provided in given time.) Extempore speech (Speaking on a subject obtained on a chit provided three minutes before speech)
3	Logical-mathematical Logical-mathematical	Solving mathematical riddles (Solving four mathematical riddles accurately in a given time) Manipulating Jig-saw puzzles (Identifying and putting together pieces of Jig-saw to form four squares)
4	Musical	Identifying 20 songs accurately by listening to just melody Constructing 10 songs on same melodies of identified songs and presenting by singing in rhythm
5	Natural	Identifying 40 plants accurately by observing displayed part of plant i.e. leaf, seed etc. Artistic salad decoration by use of various vegetables and/or fruits with creative use of material, organization, color scheme, total effect
6	Visual-spatial	Preparing drapery and accessories from newspapers considering details of the drapery i. e. complete dress from head to foot and accessories such as foot wear, head wear, bag, ornaments, hair clips made from paper; proportion; imaginative use of papers; total effect
7	Inter-personal	Selecting a symbol for the group and group presentation on a it by using various media. Points of consideration: Presenting all the important features of selected symbol, appropriate use of media for presentation, group coordination in presentation, creativity, total impact
8	Intra personal	Writing an essay based on experiences, thoughts and reflections. Points to be considered: Clarity in thoughts presented, depth of reflections, point wise presentation, style of presentation

Evidence of Success:

1. The student teachers became aware about application of multiple intelligence
2. Student teachers became aware about team building.
3. The photographs of the above mentioned activities.

Problems Encountered and Resources Required:

1. Time constraints due to heavy schedule.
2. More efforts were needed to explain the concept of multiple intelligences.
3. Financial assistance was derived from usual annual gathering budget.
4. Proper planning was needed to utilize human resources from teaching and non teaching faculty and student teachers for organizing and evaluating.

Best Practice No. 2

Title: Workshop on Reflective Writing about ‘My Dream School and Education’

Context:

Reflective writing is a very important aspect of writing skill. It involves an analysis of experience, identifying the relevant points, organizing them in a meaningful sequence using suitable words and structure. Reflective writing has always the joy of creativity. One workshop was conducted to develop reflective writing skill in student teachers.

Goals:

1. To provide the guidelines to student teachers regarding development of different aspects of reflective writing.
2. To implement the cooperative learning techniques for promoting reflective writing.

Practice:

This workshop was conducted by Dr. Chitra Sohani. In the beginning of the workshop the student teachers were given essential orientation regarding reflective writing. The theme for this reflective thinking was chosen to be “My Dream School and Education”. A considerable number of points were discussed and a very good sharing was done among the teacher educator and student teachers. The techniques of group discussion, brain storming, pair and share, buzzing etc. were used successfully, student teachers were asked to reflect individually. Then exercise of declarative and imaginative writing in the form of essays or poems was given.

Evidence of Success-

This reflective writing workshop resulted into a well composed 28 articles and 5 poems by the student teachers. They were published in the annual periodical of the college called ‘Navi Kshitije’ (New Horizons) for the year 2010-11. These writings show a very clear and lucid style of reflective expressions.

Problems encountered and resources required-

- Initial reluctance of student teachers to come up with new ideas and getting involved into reflective thinking.
- The academic resources concerned with orientation were received through library.
- The financial resources needed for publication of articles were catered through annual periodical budget.