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

AQAR 2011-12

Submitted To

National Assessment And Accreditation Council (NAAC)

Part – A

AQAR for the year

| 2011-12 |

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. Chitra Sohani |

Tel. No. with STD Code:

| 020-25433416 |

Mobile:

| 09881615081 |

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. MHCOGN 18879)*

MHCOTE 10636

OR

1.4 **NAAC Executive Committee No. & Date:**

8 January 2004

1.5 Website address:

www.sndtiase.com

Web-link of the AQAR:

http://www.sndtiase.com/SiteAssets/AQAR%202010-11.pdf

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B++	83.25	2004	5 Years
2	2nd Cycle				
3	3rd Cycle				
4	4th 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 12/08/2011

1.9 Institutional Status

University   State ✓ Central ☐ Deemed ☐ Private ☐

Affiliated College   Yes ☐   No ✓

Constituent College   Yes ✓   No ☐

Autonomous college of UGC   Yes ☐   No ☑

Regulatory Agency approved Institution   Yes ☑   No ☐   NCTE

Type of Institution   Co-education ☐   Men ☐   Women ☑

Urban ☑   Rural ☐   Tribal ☐

Financial Status   Grant-in-aid ☑   UGC 2(f) ☑   UGC 12B ☑

Grant-in-aid + Self Financing ☐   Totally Self-financing ☐

1.10 Type of Faculty/Programme

Arts ☐   Science ☐   Commerce ☐   Law ☐   PEI (Phys Edu) ☐

TEI (Edu) ☑   Engineering ☐   Health Science ☐   Management ☐

Others   (Specify)

1.11 Name of the Affiliating University *(for the Colleges)*   S.N.D.T. Women's University, Mumbai

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

Autonomy by State / Central Govt. / University   ———

University with Potential for Excellence   ——   UGC-CPE   ———

DST Star Scheme   ——   UGC-CE   ———

UGC-Special Assistance Programme   ———   DST-FIST   ———

UGC-Innovative PG programmes   ———   Any other (Specify)   IASE

UGC-COP Programmes   ———

2. IQAC Composition and Activities

2.1 No. of Teachers

| 03 |

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

| 03 |

2.9 Total No. of members

| 07 |

2.10 No. of IQAC meetings held   3(1/7/2011, 12/12/2011, 27/4/201212/12/2011,

2.11 No. of meetings with various stakeholders: No. | 2 | Faculty | 3(1/7/11, 12/12/11, 27/4/12) |

Non-Teaching Staff Students | 3(1/7/11, 12/12/11, 27/4/12) | 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 | 1 | nstitution Level | 1 |

(ii) Themes | State level Seminar Reforming Education through Constructivism; Institutional level workshop on Co-operative Learning. |

2.14 Significant Activities and contributions made by IQAC

1. State level seminar on constructivism

2. Planning and executing individual research project.

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
(1) State level seminar	Publication of articles
(2) Individual research project	Project reports published.

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 was given to all staff members regarding research and publishing of research reports.

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	UG-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.

NIL

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
7	4	3		

2.2 No. of permanent faculty with Ph.D. | 04 |

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	-			7	1

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/		1	6
Presented papers	4	14	17
Resource Persons			2

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

LCD, Computers, Printed self learning.

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) | Masking on answer papers, Online question papers |

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 | 90 |

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.	80	1	76	1		97.70

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

Faculty / Staff Development Programmes	Number of faculty benefitted
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

Individual research project undertaken through UGC innovative program grant, orientation, guidance, group discussion was given to faculty members.

3.2 Details regarding major projects: NIL

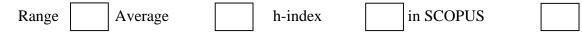|	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number		1	1	NIL
Outlay in Rs. Lakhs		0.40	0.65	

3.4 Details on research publications

	International	National	Others
Peer Review Journals	2	3	1
Non-Peer Review Journals	4	7	
e-Journals	6		
Conference proceedings		2	11

3.5 Details on Impact factor of publications:

Range ☐ Average ☐ h-index ☐ in 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	2011-12	UGC	0.35	0.35
Students research projects *(other than compulsory by the University)*				
Any other(Specify)	2010-11	College		
Total			1.00	0.75

3.7 No. of books published   i) With ISBN No. | 2 | 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 | Nil |

3.11 No. of conferences Organized by the Institution

Level	International	National	State	University	College
Number			1		1
Sponsoring agencies				1	1

3.12 No. of faculty served as experts, chairpersons or resource persons | 7 |

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 | U.G.C. | From Management of University/College | |

Total | 0.7 |

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   4   Students registered under them   14

3.19 No. of Ph.D. awarded by faculty from the Institution   1

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. Total 29 B.Ed. students were trained in primary eye check up
2. Student -teachers visited to some special schools for Blind.

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.	Emergency light	-		
Value of the equipment purchased during the year (Rs. in Lakhs)	0.05			
Others				

4.2 Computerization of administration and library

Computers were used for correspondence, record keeping, timetable, admission process, internal assessment and results by faculty. A.V. room is available in the library

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	55	12240	94	21468		
Reference Books	450	545606				
e-Books						
Journals	12	4835				
e-Journals						
Digital Database	2	500000				
CD & Video	17	5093				
Others (specify) School textbook,	17	5909				

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	24	19				3		2
Added						Tally		
Total	24	19						

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (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

0.0549

iii) Equipments

0. 0735

iv) Others

-

Total :

0.7284

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Orientation lecture series were arranged   in the first week.
- Mock interviews were organized
- Students were informed regarding employment availability through notices and posters.
- Each faculty member worked as mentor to provide help and guidance.

5.2 Efforts made by the institution for tracking the progression

- Extra guidance and remedial measures were taken for low achievers.
- Extra teach-re teach cycles were arranged for low performers.
- Opportunity was given for resubmission of tutorials,
- Diagnostic feedback was provided for all evaluation.

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
31	16	6	16	11	80	30	15	4	18	13	80

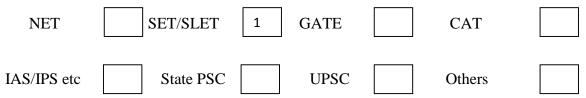Demand ratio   100%   Dropout %   0

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

Workshop on SET / NET was arranged by P.G. Department of Education, Pune .Our faculty members worked as a resource person in that workshop.

No. of students beneficiaries

25

5.5 No. of students qualified in these examinations

NET [　] SET/SLET [1] GATE [　] CAT [　]

IAS/IPS etc [　] State PSC [　] UPSC [　] Others [　]

5.6 Details of student counselling and career guidance

Counselling was provided to all student-teachers at the time of admission about selection of subjects and to married students about prevention of pregnancy. Informally personal counselling was provided to students having educational and personal problems.

No. of students benefitted | 80

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
3	5	2	1

5.8 Details of gender sensitization programmes

1.(Girl child day was celebrated on 3rd January

2.World Women's Day was celebrated.

3.Shardiya Lecturer Series organised during Navratri period experts Dr.Leena Deshpande, Shri Mohan Apte, Smt.Vasudha Sardar spoke on various subjects related to gender sensitization.

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 [6] 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 [6] National level [ ] International level [ ]

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	2	400/-
Financial support from government	50	4,02,828/-
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 [4]

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 also used LCD, Digital camera & Electronics equipments.

   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

(1) Research related to teaching learning funded through UGC grant for innovative programme were undertaken by all faculty members.

(2) Faculty development programmes were arranged by College.

 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 planed 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

25000/-

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

> (1) A lecture by Meena Aher on study skills
> (2) Interactive session by Dr. Lalita Agashe on Cooperative learning.

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

> Support staff attended training on Office management.

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

> - Implanted flowering and vegetables plants.
> - Artificial nest are kept on trees.
> - Tree plantation is done time to time.
> - Dust bins are kept at various places.
> - Compost pit is maintained.
> - Regular cleaning is done with the help of student teachers. Asked student teachers to avid plastic bags.

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.

> Individual research related to teaching-learning funded through UGC Grant for innovative programme. The topics were co-operative learning, creative poetry writing,, conceptual clarity of concepts of Mathematics, beautification of campus, core elements and stress management.

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

> (1) The entire individual research projects b faculty were complete and submitted to college.
> (2) Lecture series about women empowerment was organized.
> (3) Visits organized to special schools and various organizations for content enrichment.

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

> (1) Application of Cooperative and Constructivist approach in teaching-learning process of college Constructivism
>
> (2) Our poetic adventure.

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

7.4 Contribution to environmental awareness / protection

> (1) (1) An exhibition on the theme 'Save Energy' was held on 28th Feb. on Science Day.
>
> (2) Orientation to students on Energy conservation on 30 sep. 2011.

7.5 Whether environmental audit was conducted?   Yes ☐   No   ☑

7.6 Any other relevant information the institution wishes to add.

> A theme based cooperative group competition for all student teachers was organized on the topic" Creativity "

8. **Plans of institution for next year**

> (1) 1) A state level seminar for faculty development.
>
> (2) Orientation of teaching and non-teaching staff regarding re-accreditation procedure.
>
> (3) Encourage use of innovative methods of teaching learning.

Name_Dr. Chitra Sohani_____   *Name _Dr. Nalini Patil_____*

Signature of the Coordinator, IQAC   *Chairperson, IQAC*

_____***_____

Appendices

Appendix A: Year Plan

Year Plan of Curriculum Transaction 2011-12

Part 1: August 2011 to December 2012

Month	Week 1	Week 2	Week 3	Week 4	Week 5
August	Admission procedure	Admission procedure	Inauguration of B.Ed. program, Orientation of syllabus, Thackersey Day	Microteaching, Theory lectures	Microteaching, Theory lectures
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, Kojagiri	Diwali Vacation	Diwali Vacation
November	Diwali Vacation	Theory lectures, ICT practical, psychology experiment, Theory course Assignment orientation, Tutorial,	Theory lectures, ICT practical, psychology experiment, Theory course Assignment orientation, Tutorial,	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 2012 to April 2012

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, Hutatma Din	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 2011-12

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 –

- Learn various skills from our teacher.

- Good efforts were done to improve our communication skills.

- Would very much like to keep in touch with college forever.

- Inter relation between teacher educators and student teachers were very supportive.

.

Demand and suggestions –

- More number of school text books needed in the library.

- We need a bigger stage to perform co-curricular activities.

Best Practice No. 1

Title: Eight Our Poetic Adventure

Goals:
1. To enhance the talent of creative writing through proper training
2. To implement a short training program to develop the skill of creative writing
3. To provide exercises in creative poetry writing to enhance fluency, flexibility and originality

Context:

The teacher plays an important role in providing climate conducive for development of creativity of students. With deliberate efforts ability of creative writing can be developed. An ability of the individual to find out new meanings and connections is very much related to creative talent. It is purposeful activity based on the past experiences of the individual. Planned classroom activities were conducted leading student teachers to actual writing of poems in English. .

Practice:

The workshop was conducted by Dr. Dattatreya Tapkeer in the first week of January 2012. After the usual motivational orientation about creative writing, various activities were conducted in English education classroom as given below:

- Loud reading of English poems by teacher educator Dr. Tapkeer and student teachers
- Writing meanings of names
- Expressing views about favourite birds
- Expressing the incidents from past life having deep impact
- Suggesting synonyms, antonyms, adjectives, advents, rhyming words etc.
- Think, imagine and associate with related words, ideas, images and symbols

After such exercises student teachers were asked to put in their best to give rise to a good meaningful poem. The poems were presented in group and with a very few guiding touches for refinement, the poems were modified for final version.

Evidence of Success:
The final versions of total 29 poems were typed and published for a private circulation in the form of a booklet called "Our Poetic adventure" with each student teacher's name and photograph. The student teachers enjoyed the moments of writing poems of their own. The student teachers started implementing various exercises in the workshop on school students during practice teaching and internship.

Problems Encountered and Resources Required:

- Initial reluctance to get involved into actual writing poems in English confidently
- Hard efforts were needed for developing vocabulary and imagination of student teachers for creative writing
- The booklet was published through UGC grant to institute for innovative practices

Best Practice No. 2

Title: Application of Cooperative and Constructivist approach in teaching-learning process of college

Context: National curriculum 2005 recommended using constructivist co-operative approach in teaching learning process of school education. Our syllabus had curricular inputs about constructivist and cooperative learning. It was thought appropriate to train our student teachers for application of constructivist approach in their practice teaching. In 2010-11 one institutional level project on application of constructivist approach was conducted by involving all the staff members in the college. The staff members were given orientation about constructivism through some workshops and many discussions. A state level workshop was conducted on constructivism in education in year 2011-12. Since then the training is given to the student teachers about application of constructivist approach. The practice still continues.

Goals:

- To give theoretical orientation to the student teachers about constructivist approach
- To prepare guidelines for student teachers to plan for constructivist teaching-learning
- To train student teachers about various methods, techniques to be used in classroom teaching through experiential learning in the college.
- To develop criteria for assessment and feedback for evaluation of application of constructivist approach by student teachers

Practice:

i.   Orientation: The student teachers are given orientation about constructivist approach and importance of using it in school teaching. A test of multiple choice questions prepared to check perception about constructivist approach is administered and answers are discussed to clarify doubts.

ii. **Training during microteaching:** A few changes are made in microteaching orientation and criteria of evaluation for incorporating constructivist approach. Instead of blackboard writing we emphasize practice of graphical presentation including concept maps, charts for summarizing and linking points to be written on board. In questioning student teachers are oriented to include higher order questions and questions provoking creative thinking. Questioning includes efforts for questions by students too. Stimulus variation includes group work.

iii. **Experiential learning:** All the staff members use various methods and techniques during curriculum transaction in B.Ed. class such as group discussions, brain storming, role play, question-answers, seminars by students, self learning, case based learning etc. Staff members also demonstrate use of various models of teaching namely concept attainment model, role play, simulation and games, inquiry training, synectics and advance organizer. Students' perception is checked through immediate quiz. Student teachers are asked to discuss how they would use these models and techniques in classroom teaching. Guidelines are included in student diary about use of constructivist approach while planning lessons. Student teachers are provided guidance to plan lesson keeping those guidelines in mind.

iv. **Evaluation of lessons:** Evaluation is done on the basis of constructivist approach. Hence the criteria include points such as efforts done for group work, efforts done for active participation of students, efforts done to make learning meaningful, efforts taken for developing communication skills, higher mental abilities and life skills of the students, scope given for self expression etc. Qualitative feedback is also given.

Problems encountered:

- Constructivist teaching learning process requires more time and so student teachers can't complete activities during one period of thirty minutes of school time table. This is overcome by organizing two continuous periods. But this can't be done for each and every lesson and some student teachers can't give justice to time available.
- Some school teachers insist that student teachers should complete content in the text book assigned to them and should not waste much time in use of other techniques.
- Some student teachers have their own limitations. They consider that syllabus completion is prime duty and hence can't apply constructivist approach.

Impact:

- The practice has proved beneficial for professional growth of our staff members. All our staff members have started using variety of methods, models and techniques in curriculum transaction.

- Guidelines prepared for application of constructivist approach in microteaching and practice teaching are followed while providing guidance for planning and while evaluating lessons and giving feedback to the student teachers. Hence student teachers try to follow constructivist approach in their planning and performance

Outcome: A research report on constructivist approach, a publication including several articles and research papers on constructivist approach in teacher education and various tools for evaluating perception of student teachers and application by student teachers of constructivist approach are significant outcomes.

Requisite Resources:

- Slide presentation
- Copies of the test of multiple choice questions prepared to check perception about constructivist approach
- A note in student diary
- Stationery
- Internet facility
- Books on constructivism