

MAEER'S MIT SAINT DNYANESHWAR

B.Ed. COLLEGE,

ALANDI (D),

DEHU PHATA, TALUKA KHED, DIST PUNE-412105

NAAC 2014-15

AQAR

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COMPOSITION OF IQAC

**MAEER'S MIT SAINT DNYANESHWAR B.Ed. COLLEGE,
ALANDI (D), PUNE**

**THE ANNUAL QUALITY REPORT (AQAR) OF THE IQAC FOR YEAR
2014-15**

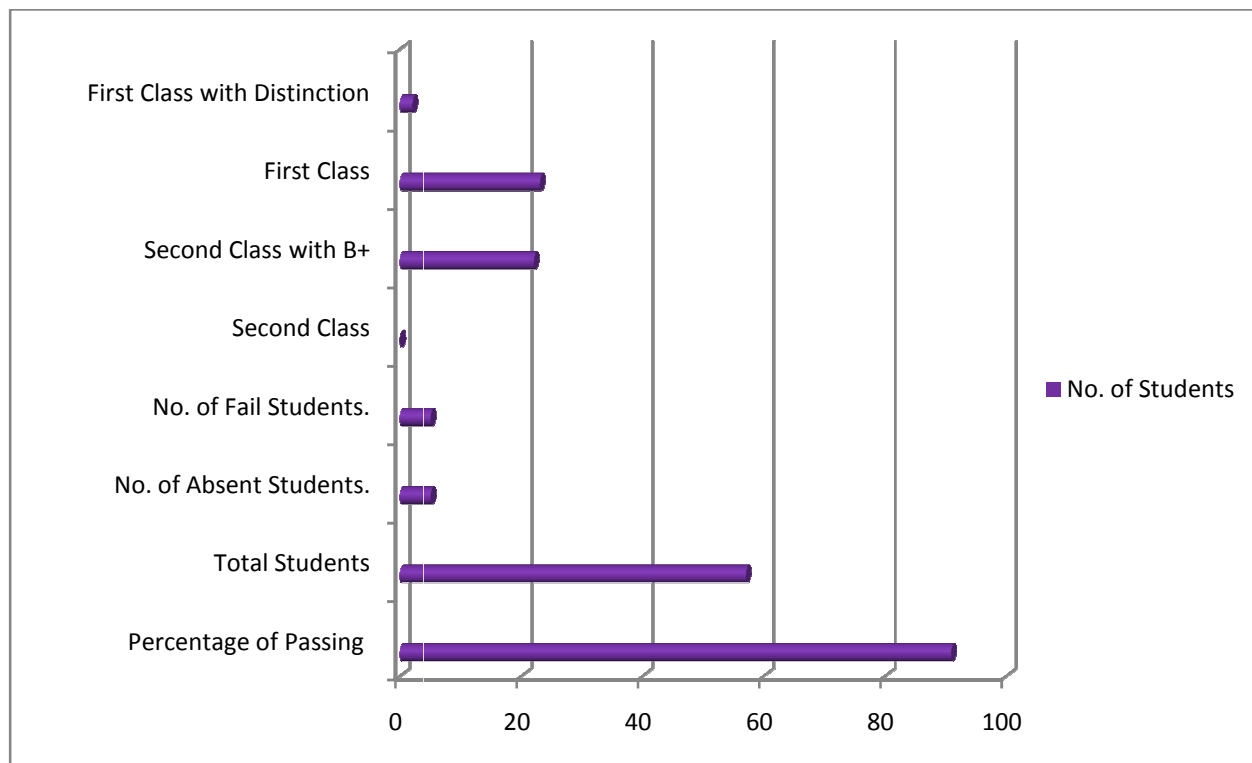
Name of the Institution	MAEER'S Saint Dnyaneshwar B.Ed. College , Alandi (D)
Address of the Institution	At Post Alandi, Dehuphata, Tal. Khed, Dist. Pune- 412105
E.mail.	pornima.kadam@gmail.com
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Name of the In charge Principal	Dr. Pornima Kadam
Date of formation of IQAC	16/08/2014

The Internal Quality Assurance Cell (IQAC) of our institution was established on 16th August 2014. The composition of IQAC is as follows:

Chairman	Dr. Pornima Kadam
Senior administrative officer	
Teachers	Ms. Pratibha Dabhade. Mr. Angad Jawale Mrs. Gangotri Rokade Ms. Maithili Bhoi Ms. Swati Bhawar
Members of Management	Dr. Y.J.Bhalerao Dr. B.B. Waphare
Nominees from Local Society	Mr. Rohidas Tapkir
Co-ordinator	Mrs. Gangotri Rokade.

An institution's achievement is reflected in its results. A tabular representation of the results for the academic year 2014-15 is given below, which shows a total percentage of passing 90.83%.

Results at a glance (2014 – 15)	
Class / Grade	No. of students
First class with Distinction	02
First Class	23
Second Class with B+	22
Second Class	-
Absent Students	05
Fail Students	05
Total No. Of Students : 57	



PART A

Part A.

The plan of action chalked out by the IQAC in the beginning of the year.

16th August was the first day of the academic year 2014-15

- University of Pune, Pune changed the B. Ed syllabus from this academic year and there were few major changes done in the syllabus apart from just reorganizing the contents of the old syllabus. Major additions in the syllabus are as follows:
 - Credit system was introduced in the new revised syllabus. Total B. Ed. course was of 1500 Marks out of which 800 marks were for external evaluation that is theory & 700 marks for internal practical. 1 credit was of 16 hours.
 - Total No. of courses were 8. BED 101 Education for development in the 21st century, BED 102 Psychology of the learner and learning, BED 103 Quality and Management of school education- Issues and Concerns, BED 104 Advanced Pedagogy and Teaching, BED 105 Advanced Evaluation Procedures in Learning, BED 106 Integration of ICT in teaching learning and Instructional design, BED 107-A Elective I- Any one (Education for Peace and Human Rights/Guidance and Counseling/Adult and Population Education/ Health, Yoga and Physical Education), BED 107-B Elective II – Any one(Environment Education and Disaster Management/ Introduction to Educational Research/Inclusive Education/Education for Sustainable Development) were allotted to the respective teachers.
 - Open course was added in the syllabus. In the open course one topic was selected in the meeting and that was life skills.

- Entrepreneurship was added as a new course in the syllabus, main aim of the course was to develop entrepreneurship amongst student-teachers. Two activities which needs to be conducted under this course was selected one was interview of an entrepreneur and other visit to a Printing Press at Pimpri.
- Planning of the Microteaching, Practice lessons and Internship lessons were asked to be done by the respective in charge.
- Submission Dates of all the activities were chalked out at the beginning of the year and it was given to the student-teachers on the day of inauguration.
- ✚ Planning of the academic activities like class lecturers, educational visits to various places, tutorial programme, guest lectures, Teaching aid workshop, Models of teaching workshop , prelim and so on were planned.
- ✚ Most of the planning could be put into practice. Personality development Programme, Mentoring programme, Quality Enhancement Programme, campus interviews, Visit to Bio-diversity train, hemoglobin check-up camp , Run for Unity, Celebration of Savitribai Phule Birth anniversary were some of the significant programmes done this year.

In addition to this the following activities were conducted:

- Placement Cell Activity
- Organization of campus interviews
- Visit to an Entrepreneur.
- In Open Course different life skills.
- Lectures on health and Yoga

PART B

Part B.

1. Activities reflecting the goals and objectives of the institution.

Objectives of the institution are as follows

To be one of the best academic centers for excellence among the teacher training institutions.

To empower the student teacher with Life Skills that would help them to tackle classroom related problems.

To provide opportunities for broadening the experience of student teacher through various scholastic and non –scholastic activities.

To sensitize the student teacher towards the local and global issues.

To develop critical and rational thinking abilities amongst the student teachers.

To develop strong self esteem and high personal expectations in the student teachers.

To inspire a lifelong passion for learning amongst the student teachers and teacher educators.

To initiate the quest for knowledge.

To make them aware of the significance of skill based education in today's world.

In the year 2014-15 numerous activities were conducted which helped us achieve the objectives of the institution. Activities are as follows.

Course 110: Teaching Competency Courses

• **Micro teaching:** This is the first step of developing teaching skills. Here, student Teachers conducted 5 minutes lesson on 8 skills:

- Set Induction
- Explanation
- Stimulus variation,
- Questioning
- Black Board skill
- Reinforcement
- Demonstration
- Reading
- Closure

Each student teacher gave 2 lessons of each skill, one teach and after implementing the suggestions given by the professor in – charge and peer group

Re-teach lesson was conducted. Each skill was first demonstrated by the professors, so that students know what is expected for the completion of the particular skill.

• **Integration lessons:** By combining minimum 3-4 micro teaching skills, Integration lesson of 20 min duration was conducted for each method.

This helped student teachers to integrate all the skill and to conduct effective lessons. Integration lesson on each method was demonstrated by the professor-in-charge.

• **Simulation Lessons:** Student Teacher had to conduct and observe 4 simulation lessons one in each of the type given below in the peer group:

- ⊕ Traditional method,
- ⊕ Models of teaching,
- ⊕ Team teaching and

✦ Technology based lesson.

Duration of these lessons was 20 minutes.

• **Lessons using different methods:** Each student teacher had to conduct 4 lessons, 2 of each method based on the methods of teaching listed in the course of subject education.

For example

- Inductive method,
- Project method,
- Lecture cum demonstration method
- Journey Method
- Discussion method and so on.

Course 111: Innovative lessons: Student teachers had to conduct 10 innovative Lessons in the peer groups. This helped the student teacher to learn the skill of conducting lessons apart from traditional lessons. Innovative lessons were as follows:

- Team Teaching (4 lessons)
- Models of teaching (2 lessons)
- Value based lesson (1)
- Environmental lesson (1)
- Self-Study lesson (2)

Course 112: Practice lessons: According to new syllabus student teacher need to conduct 8 practice lessons in schools, 4 of each method. Student teacher visited schools

1. Rashmi English Medium School, Vishranwadi
2. Poona Public School, Bhosari
3. Priyadarshani English Medium School, Bhosari.
4. Horizon School, Dighi

Lessons were conducted in the above schools. A detailed time table for the lesson to be conducted was put up by the practice lesson department two/three weeks in advance, so that students get enough time for preparation. Student teachers were observed by the professors of the college when they were taking lessons in various schools. Out of total 8 lessons, four of each method was conducted by the student teachers.

Course 113: Internship Programme: Fifteen days' internship was organized for the student teachers in six schools.

1. Priyadarshani High school & Junior college, Bhosari
2. Horizon English Medium School, Dighi
3. Poona Public School, Hoary
4. M.G.M English School, Alandi Road.
5. The Trinity School, Kalas, Dighi Camp
6. Gyan Jyot English Medium School. Alandi.

Student teachers were divided in group of 12 – 15 students, for the completion of the internship programme. During the internship programme student teachers conducted 8 block lessons 4 of each method. Out of these 4 lesson one was a unit test. They had to teach a unit in three periods (Block teaching) and then conduct a

test. Apart from lessons they had to complete two activities one was observations of the lessons conducted by the two experienced teachers and other was collection of the information about records and registers maintained by the office of the school. This had provided student teachers with the opportunity to gain first-hand experience related to the working of a school.

Teachers Professional Development Courses

- **Entrepreneurship Development:** This course was added into the B. Ed syllabus because entrepreneurship education & training helps in development of different life skills namely creativity, problem solving, decision making, team work, leadership skills and self-employment. Two activities conducted during this academic year were as follows one was visit to an entrepreneur. Another activity was interview of an entrepreneurship. This was to enhance professional competencies. Our student developed a questionnaire. This provided them with ample opportunity for the student teacher to interact with them and learn more about their business and above all know that with risk comes success.

For the same few entrepreneurs were invited in Kothrud MIT B. Ed College. One of the experts was Mrs. Sayali Ghankar enlightened student teacher regarding skills and competencies for being an entrepreneur. She informed student teacher regarding basic concept of entrepreneurship. She also enlightened student teacher regarding courses available on developing entrepreneurship.

- **Open Course:** Keeping in mind the need to instill and upgrade skills.

In open course '**Life skills**' was conducted during this academic year. Open course on life skills started with different activities in order to know the previous knowledge of students regarding life skills education. To know the attitude of student teacher towards life skills education activity 'Academic controversy' was conducted. Student teacher were supposed to first debate for and then against on the topic 'What's app boon or curse'. Role play was conducted for which

incomplete incidences were provided to the students they had to mull over it and find an appropriate conclusion. For all the above activities student teacher was assessed using rubrics. Student teacher was asked to perform few activities based on life skills. This exercise helped them to know about the activities that can be conducted in schools more over do's and don'ts of that particular activity. Open course on life skills provided student teacher with an insight into process of conducting life skills and also develop skills for evaluating life skills amongst students.

Scholastic and Non - Scholastic Activities

- **Assembly:** Every day assembly was conducted at 10.45 am for 15 minutes. Student teachers started the assembly with “Hamko man ki shatki dena”, than National Anthem. According to their dairy group each group narrated a moral story and shared a thought, news and importance of the day with the other groups. Assembly helps in inculcating values and discipline among the students. This activity helped them to gain insight into planning the assembly.
- **Days Celebration:** Every year we celebrate many days so that student teacher respect cultural diversity and know the process of celebrating the days. Days like Teachers day, Ganesh Chaurthi, Makarsankrant, Navratri, Dusshera, Rashtriya Ekta divas, Science Day, Geography Day, Hindi Divas, Colour Week, Christmas Day & New Year etc. were celebrated throughout the year. Each micro group used to organized the program starting from planning, executing and evaluating the program. They organized the program under the guidance of cultural department head.
- **Street Play:** In this academic year student teacher performed one street play based on ‘**Awareness of Dengue**’ and ‘**Swachata Abhiyan**’. The street plays were performed in Alandi goan in front of the local public. After the street play students

carried out a rally on the roads of Alandi to generate awareness amongst the localities. Street play is a part of social service and student's performance was assessed using rubric. Student Teacher learnt the skill of planning a street play and above all contributing for the society as a teacher.

⊕ **Workshops Organized:**

- **Teaching Aids Workshop:** A workshop on making different types of teaching aids was conducted by experts from the Audio-Visual Department of SCERT. Our Professors who are trained in developing teaching aids from MSERT conducted this workshop. Magic folder, magic flower, pyramid, 3D picture etc. were created during the workshop.
- **Workshop on Personality Development of a Girl child:** Every year our college applies for BSW grants and receives grant for two programs. This year too we received grants for conducting guest lecture series and workshop for personality development of a girl child. Students from our two campuses, Azam College, Prithviraj College, and DIET College were invited for the workshop. Activities like role play, poster presentation, videos and games were conducted in order to develop personality of students.
- **State level Interschool Science Exhibition:** MIT took up the opportunity of organizing state level Science exhibition in our Rajbaug campus. MIT VGTTA got the overall management of the event. Our teacher trainees managed the food, discipline, arrangement of experiments, inaugural function, valedictory function and accommodation departments during the event under the guidance of the professors. This event was a blessing for our students as it was the first big event they got to organize and through this they learnt skills of event management which is very important for any teacher.
- **Visits:** Visits are important part of B.Ed curriculum as it provides teacher trainees with first-hand experience on a particular concept. This year we organized one

visits: It was arranged to our **MIT VGS School, Pandharpur**. Aim of organizing a visit to this school was that students had to perform street play on cleanliness in Pandharpur village and apart from this they will know about the administration and working of a residential school. Our teacher trainees organized many activities for the children of the school which helped in inculcating values and life skills into them. The visits equipped the teacher trainees with the skills needed for planning and executing a visit which will be helpful for them in their professional life.

- **Co – curricular activities:** Various programmes like Solo Singing Competition, Essay Writing Competition, New Year, Christmas celebration, Dussera celebration, trip to Udaipur, Poster Making Competition, Rangoli Competition, Mehendi Competition, extempore competition was organized by the teacher trainees. Students were encouraged to participate in competitions like state level debate competition, intercollegiate debate competition. All these activities helped student teachers to develop their innate qualities.

2. New academic programmes initiated (UG):

Cambridge International certificate in Teaching & Learning.

Cambridge International certificate in Educational Leadership.

3. Innovations in curricular design and transaction:

- Curriculum of University of Pune, Pune. was followed therefore design could not be changed, we provided our students with open course on Life Skill which was not suggested by the University but as it is an important skill teachers must have so we chose the course. We also provided our students with choice of four electives out of which they had to choose any two.

- For transaction of the curriculum different ways were used like **cooperative learning, discussion, poster presentation, lecture using technology, videos, seminar, self learning and games**. Use of these methods of teaching helped the teacher trainees to become independent learners and also developed many qualities

like cooperation, respect for others views, inductive thinking, creativity, problem solving and independent learners.

- Teacher trainees were provided with the list of practicum for the whole year along with submission dates on the inauguration day. This helped teacher trainees to get to know the work to be done and manage their time efficiently.
- We also provided students with reference books and page numbers for each topic so that it was easy for them to study for the topic from various books in limited period of time. Professors also provided with typed notes both soft and hard copy to the students which acted as supporting material for helping them prepare for the exam.

4. Inter-disciplinary programmes started: NA

5. Examination reforms implemented:

- ◆ Quality Enhancement Programme which was one of the new approaches implemented last year. Was reformed with some modifications. Student teachers were divided into Diary Groups and each student was given questions to prepare. Discussions were done on selected questions. Power Point presentations and soft copies on the key points of the answers were insisted to be maintained so that students would be able to have them handy for a quick glance.
- ◆ Application based questions were given more importance in the question papers.
- ◆ Tutorial Questions were given one week in advance.

Student teachers were supplied with the question banks with the marking scheme of each paper.

- ◆ M.C.Q Questions for assessment of Content Enrichment Programme were framed well.

- ◆ Supervisors from other fields were invited.

6. Candidates qualified: NET/SLET/GATE etc.

Students passed in the 1st level of TET (Teacher Eligibility Test)

Initiative towards faculty development programme: Staff Enrichment Programmers' were arranged in which many interactive programmers' were organized along with the other branches of our institution.

Paper presentations by faculty at State, National & International level were encouraged. Staff also attended many conferences and seminars conducted by University of Pune, Pune.

- All professor of our college are NET /SET qualified.

7. Initiative towards faculty development programme:

- Discussion amongst the staff was carried out on new syllabus.
- Paper presentation by faculty at State, National & International level was encouraged.
- Staff also attended many conferences and seminars conducted by University of Pune, Pune.
- All the staff members presented papers in seminar organized at our Alandi & Kothrud Campus and it was published in ISBN journal.

8. Total number of seminars/workshops conducted:

2 workshops were conducted for the students in the college & 2 seminars were conducted at our Alandi / Kothrud campus for staff and students.

9. Research projects a) newly implemented:

Newly Implemented : Nil

Completed : Nil

10. Patents generated, if any: NA

11. New collaborative research programmes:

12. Research grants received from various agencies:

13. Details of research scholars:

- Asst. Prof. Gangotri Rokade is pursuing her Ph. D in Education from Department of Education, University of Pune, Pune.
- Asst. Prof. Pratibha Dhabhade is pursuing her Ph. D in Education from Shivaji University, Kolhapur.

14. Citation index of faculty members and impact factor:

15. Honors/Awards to the faculty: Best Teacher Award for the year 2014-15 was awarded to **Mrs. Gangotri Rokade**

16. Internal resources generated:

17. Details of departments getting SAP, COSIST (ASSIST)/DST. FIST, etc.: -
NA

18. Assistance/recognition:

19. Community services:

- Street play on Swach bharat Abhiyan and Dengue awareness was performed by teacher trainees in Alandi and Pandharpur to generate awareness among the localities.
- Students visited NGO which works for mentally challenged children and learnt about the school. Our students bought the products prepared by them and distributed snacks to all the students of the NGO.

20. Teachers and officers newly recruited:

- Ms. Swati Bhawar was recruited for the academic year 2014 – 15.
- Ms. Maithili Bhoi was recruited for the academic year 2014 – 15.

21. Teaching – Non-teaching staff ratio:

- The teaching to non – teaching ratio was 6:2.

22. Improvements in the library services

- Reference books, textbooks worth Rs. 1,00,000/- was purchased during the academic year.
- Ten new educational journals were added to the library.
- 67 Educational CD's related to different school subjects were purchased. This was made available so that student teachers could use it for their technology lessons.

23. **New books/journals subscribed and their cost:** In this academic year more new books are added like

Sr.No.	Name of the Paper	No. of the Books
1	Education for development in 21st century	276
2	Phycology of the learner & learning	227
3	Quality & management of school education- Issues and concerns	221
4	Integration of ICT in teachinglearning & instructional design	168
5	Advanced Evaluation procedures	83
6	Elective:-Environmental Education & Disaster Management	73
7	Elective: Introduction to Guidance & Counseling	184
8	Elective: An Introduction to Educational Research	93
9	Elective: Physical Education & Yoga	85
10	Subject Education	720

11	Education related books	300
12	Reference Books (Dictionary, Encyclopedia, Handbook)	95
13	General Books	300
14	Textbooks	742
15	Donated Books	514
	Total	4071
	Total Amount of Books	5,85,115.80/-

Library was updated with more Journals

Sr.No.	Name of Journal	DD Amount
1	Entire Research	1200/-
2	Edu-track	750/-
3	Indian Educational Review	100/-
4	School Science	220/-
5	The Primary Teacher	260/-
6	Journal of Indian Education	180/-
7	Bharatiya Adhunik Shiksha	200/-
8	Indian Educational Abstract	150/-
9	Primary Shikshak	260/-
10	Journal of Education Planning & Administration	350/-
11	University News	950/-
12	Chhatrarth	500/-
13	Shikshan Tarang	480/-
14	Shikshanatil Marmdrushtee	400/-

25. Courses in which student's assessment of teachers is introduced and the action taken on student's feedback.

- Each professor in charge was asked to collect oral feedback after each lecture or activity.
- All courses taught by the teacher educators are assessed by the teacher trainees. Assessment was carried out twice a year and feedback given by the students and teachers was collected and analyzed.
- Students was given feedback form by the Principal and they rated the teachers performances in terms of content knowledge, syllabus completion, use of different methods of teaching, guidance given to the students, punctuality, guidance towards assignments etc. Students filled up the form and then it was shown to the teacher educators by the Principal and suggestions given for improvement.
- Self-Appraisal form by University of Pune, Pune. was given to each teacher educator and they judged their performance. This form was submitted to the Principal for her remarks.
- Peer –Appraisal form is also filled from each teacher educator, which helped the teacher educators to know their strengths and weaknesses.
- Based on all the above feedbacks, teacher educators were guided by the Principal in order to improve the teaching learning process.
- College has two suggestions box one in classroom other in hall. Students put their Feedback about the facilities and teaching learning process on the suggestion box without their names. Box was opened every month in presence of the Principal, grievance in charge and students and appropriate actions were taken.

26. Unit cost of education

- Unit cost of Education means Total Expenditure of college in one academic year divided by number of students.

- The total expenditure of college in this 2014-15 year is 30 lakh's divided by 56 students, it mean 50,000/- is the unit cost.

27. Computerization of administration and the process of admissions and Examination results, issue of certificates.

- All the administrative work is computerized. This involves work like admission record, scholarship, salary of staff, accounts maintenance etc. Tally software is used for maintaining the accounts of the college.
- Admission process of the course is centralized and controlled by MKCL. Admissions are given on the bases of CET conducted by state government and then allotting the candidate to different colleges depending upon their preferences.
- College has surrendered its 100 seats to MKCL i.e. all the seats of the college was filled up by the MKCL.
- After getting allotment letter from MKCL, students approached our college and completed the admission process by paying the fees and submitting necessary documents.
- Exams for this course were conducted by University of Pune in the month of May. Throughout the year college conducted the internal assessment activities and submitted marks of same to University of Pune. The final result of students was on the basis of external exam and internal marks.
- After 45 days of Examination University published the results on their website and distributes the mark sheet to the college, which is given to particular individual.

28. Increase in the infrastructural facilities

- NAAC room was furnished in this academic year.
- New speakers, LCD, screen was mounted in the main lecture hall.

29. Technology up gradation

- New educational CD's were purchased. NAAC room was supplied with a phone and a laptop.
- The entire mouse in the computer lab was replaced with a good quality mouse.
- On all the computers anti-virus was installed.

30. Computer and internet access and training to teachers and students.

- Internet facility is accessible to students in computer laboratory which students use in their TBL and CAI practical and other works.
- Student teachers were trained to use computers, internet, send e-mails etc. Apart from this they did T.B.L practical's, through which they learned to use power point, excel, word document etc.
- All the teacher educators are computer literate and continuously use technology in teaching learning process. They use presentation, videos and audios during their lectures. Notes of all the subjects are available in soft copy and prints taken as and when required.

31. Financial aids to students:

- Financial aid is not provided by the college but we help the students to reduce the burden of fees. College fills up the scholarship form for students and submits to Samaj kalyan, through which student's gets scholarship at the end of the year.
- The students who are financially weak were given three installments for submitting their fees.

32. Supports from the Alumni Association and its Activities:

- Alumni meet was organized in this year and all the past students from last four batches were invited for the function. Students participated in the function and shared their experiences about the college, course and teachers. Their experiences helped our teacher trainees to get insight into a life of teacher and responsibilities on them.

33. Support from the parent - teacher association and its activities- NA

34. Health Services:

- A free hemoglobin camp for organized for the student teachers.
- MIT organized a medical checkup for the staff. Basic checkup like blood sugar, B.P., HB, etc. was checked and reports provided to staff.
- College also pays equal importance to the health of the students. Every day health programme was conducted in the college for about half an hour, during which all student teachers did yoga, mass P.T. This activity helped the student teachers to maintain their health, overcome the stress levels and also learnt about organizing of the health programme which they will need as future teachers.

35. Performance in sport activities – Sports day was conducted this year in the month of January for teacher trainees. Games like cricket, long jump, tug of war, race, sag race, short put etc. is conducted for teacher trainees.

36. Incentives to outstanding Sportsperson- Teacher trainees who performed outstandingly on sports day were given awards on valedictory function.

37. Students achievement and awards:

- The College motivates the students to participate in state and intercollegiate level competitions conducted by various Colleges in and around the city.
- Many competitions were conducted in the college like best out of waste, elocution, debates etc. for which prizes were distributed during the valedictory function.

38. Activities of the Guidance and Counseling Cell:

- Guidance and counseling helps the students to adjust to the current situations. Student teachers who came for the course were having a lot of problems like family problems, mainly the short duration of course and number of submissions etc. due to this they undergo stress. In order to overcome the level of stress 12 students are allotted a professor in charge who looks after their work and

communicates as and when needed. They help the students to complete their work on time and also prepare themselves for the exam this helps in reducing stress among the students. Students are emotionally attached to the professor so share their problems and come up with solution.

- Principal of the college has adopted open door policy because of which any one can walk in and share their problems with her and she is always is very supportive and kind to sort out the problems of the students.

39. Placement services provided to students

- College had a placement cell, its job was to send invites to different schools and call them for conducting campus interviews. Schools like Vibgyor high, Priyadarshini School, Podar International School and Akanksha Foundation, Bacon School. Other schools in the vicinity came for the campus interviews.

40. Development programmes for non-teaching staff – This year we have initiated computer literacy programme for our support staff after the college hours wherein Prof. Dabhade and Prof. Rokade coached them on how to use computers.

41. Best practices of the institution

The following initiatives were taken by the institute for the benefit of the students and the staff:

- Tutorial groups were made in which each professor had 10 students. Professor in-charge mentored the students and guided them in writing answers and practical's. In – charge gave practice questions to the students, which helped them, prepare for the exams.
- Every teachers training college is supposed to provide services to its society. Our students performed street play on cleanliness and prevention of dengue in Alandi and Pandharpur to create awareness amongst the society about the issues. Play helped the localities to realize the need of cleanliness and ways of protecting themselves from diseases.

- Techniques like poster presentation, jigsaw, and think pair share, independent study, seminars, role play, debates etc. were used to teach the topics throughout the year.
- Students were provided with list of reference books against each topic along with typed notes which helped them to study extensively.
- Question bank was provided to the students which helped them prepare for final B.Ed. University exams.

PART C

**MAEER's MIT SAINT DNYANESHWAR B.Ed. COLLEGE,
ALANDI (D), PUNE 412105**

The Annual Quality Assurance Report (AQAR) of IQAC

COMPOSITION OF IQAC FOR THE YEAR 2015-16

Name of the Institution MAEER'S Saint Dnyaneshwar B.Ed.
College , Alandi (D)

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Name of the In charge Principal Dr. Surendra Herkal

Date of formation of IQAC 31/7/2015

The Internal Quality Assurance Cell (IQAC) of our institution was established on 08th January 2015. The composition of IQAC is as follows:

Chairman Dr. Surendra Herkal

Management Representative Dr. Asawari Bhave- Gudipudi

Senior administrative officer

Teachers Ms. Pratibha Dabhade

Mr. Angad Jawale

Mrs. Gangotri Rokade

Members of Management Dr. B.B. Waphare

Nominees from Local Society Mr. Rohidas Tapkir

Co-ordinator Mrs. Gangotri Rokade

Part C: Proposed detailed plan of the Institution for the year 2015-16

1. Initiative toward faculty development programme:

A seminar will be conducted to orient the faculty to prepare the NAAC accreditation Report to be NAAC.

2. Community services

Social awareness about cleaning the Indrayani ghat at Alandi campus and street play based on cleanliness will be organised.

3. New books/journals subscribed

Several books and journals related to the topics, especially school subjects and electives worth Rs. 50,000/- will be purchased. Educational C.D.s for 5th to 8th std. worth Rs.12,000/-will be purchased.

4. Increase in infra-structural facilities:

To provide clean and pure water RO purifying system is installed 2 cooler in addition.

5. Placement services provided to the student-teachers:

Placement cell will be activated further and more number of schools will be involved for campus interviews.

6. Proposed Workshop:

National level workshop will be organized for the in-service teachers from various schools.

Mrs. Gangotri Rokade

Co-ordinator IQAC

Dr. Surendra Herkal

Principal/ Chairperson, IQAC.