

MAEER'S MIT SAINT DNYANESHWAR

B.Ed. COLLEGE,

ALANDI (D) PUNE

DEHU PHATA, TALUKA KHED DIST PUNE-412105

NAAC 2015-16

AQAR

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COMPOSITION OF IQAC

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

THE ANNUAL QUALITY REPORT (AQAR) OF THE IQAC

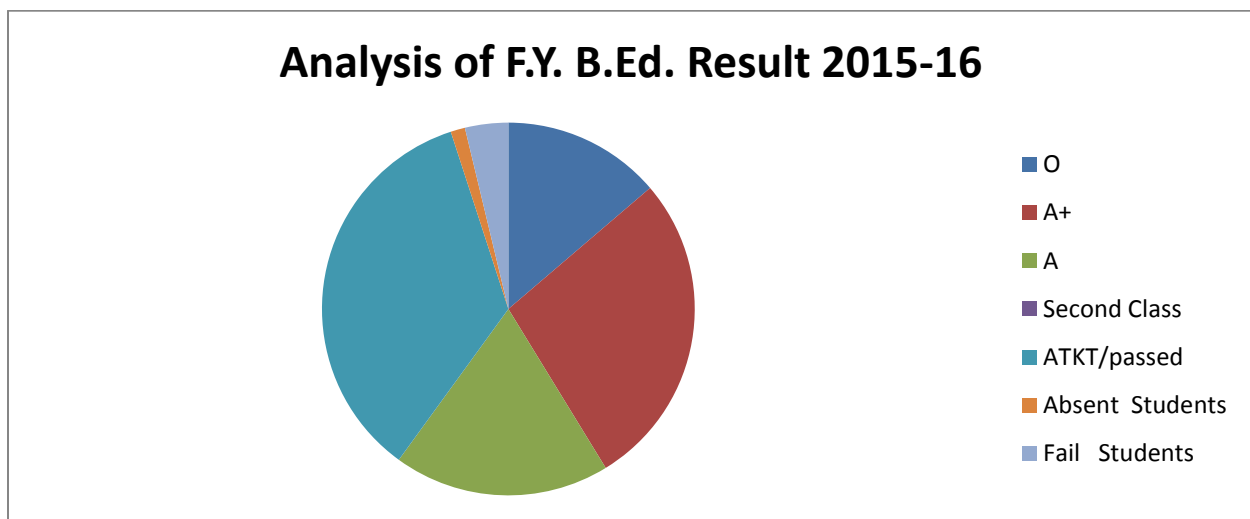
Name of the Institution	MAEER'S Saint Dnyaneshwar B.Ed. College , Alandi (D)
Address of the Institution	At Post Alandi Dehuphata, Tal. Khed Dist. Pune- 412105
E.mail.	surendra.herkal@mitsoer.edu.in
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Ph. No .Office	(020)30253640
Name of the In charge Principal	Dr. Surendra Herkal
Date of formation of IQAC	31/07/2015
Year of report	2015-2016

The Internal Quality Assurance Cell (IQAC) of our institution was established on 31st July 2015. The composition of IQAC is as follows:

Chairman	Dr.Surendra Herkal
Senior administrative officer	Ms. Pratibha Dabhade
Teachers	Mr. Angad Jawale Mrs. Gangotri Rokade Mrs. Jyoti Igave
Members of Management	Dr. Y.J.Bhalerao Dr. B.B. Wafare
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 2015-16 (First Year B.Ed.) is given below, which shows a total pass percentage is 95%.

Results at a glance (2015 – 16)	
No. of candidates registered:	80
No. of candidates appeared for exam.:	79
No. of passed students:	76
Class / Grade	No. of students
O	11
A+	22
A	15
Second Class	00
Absent Students	01
Fail Students	03
ATKT/passed	28
Total No. Of Students :	80



PART A

Part A.

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

1st October 2015 was the first day of the academic year 2015-16.

- University of 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 were as follows:
- Choice based Credit system was introduced in the new revised syllabus. Total B. Ed course was of 1000 Marks out of which 560 was external that is theory & 440 internal practical. 1 credit was of 16 hours. Total credits were 40.
- These were the few major changes done in the syllabus.
Total 5 course papers were as follows:
 1. BED101 Childhood and Growing up,
 2. BED102 Contemporary Indian Education, Gender and Society,
 3. BED103 Learning and Teaching,
 4. BED104 Assessment and Evaluation for Learning ,
 5. BED105 Advanced Pedagogy and Application of ICT.
- Planning of the lessons was 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 teacher 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, prelim and so on were planned.

- Most of the planning could be put into practice. And the mentoring programme, Quality Enhancement Programme and campus interview were some of the significant programmes done this year.

In addition to this the following activities were conducted as well

1. Placement Cell Activity
2. Organization of campus interviews
3. Lectures on health and Yoga
4. Workshop on Models of teaching
5. Workshop of Teaching Aid Preparation.
6. Guest Lectures

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 student teachers to be accomplished professionals in the field of education.

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

In the year 2015-16 numerous activities were conducted which helped us achieve the objectives of the institution. Activities are as follows.

B.Ed.Course 108: Teaching Competency I

• **Micro teaching:** This is the first step of developing teaching skills. Here, student Teachers conducted 5 minutes lesson on each of the 6 skills:

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

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 from them.

• **Integration lessons:** By combining all the micro teaching skills,

Total 6 Integration lesson of 20 min duration were conducted i.e. 3 lessons of each method. This helped student teachers to integrate all the skills and to conduct effective lessons. Integration lesson on each method was demonstrated by the professor-in- charge. Integration lesson on each method was first demonstrated by the professor in charge.

• **Simulation Lessons:** Student Teacher had to conduct and observe 2 simulation lessons, one in each of the type given below in the peer group:

- ⊕ Team teaching and
- ⊕ Technology based lesson.

Duration of these lessons was 30 minutes.

B.Ed. Course 109: Teaching Competency II

Student trainees had to conduct total 6 innovative Lessons in the peer group. This helped the student teacher to learn the skill of conducting lessons apart from traditional lessons. The lessons were as follows:

Technology based lessons(2 lessons)

Team teaching (2 lessons)

Models of teaching (2 lessons)

B.Ed. Course 110: Teaching Competency III

(a) Practice lessons: According to new syllabus student teacher need to

Conduct 6 practice lessons in schools, 3 of each method. Student teacher visited schools like

1. Shri Sayajinath Maharaj Eng.med.School, Vadmukhwadi, Pune.
2. Shri. Sayajinath Maharaj Mar. med. School, Vadmukhwadi, Pune.
3. Duraphe Marathi medium school, Alandi.
4. Samata Balak Mandir school, Yerwada.
5. PCMC school.

Lessons were conducted in actual school settings. 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. Total 6 lessons that are 3 of each method were conducted by the student teachers.

(b) Introduction to Internship:

Four weeks internship programme was organized for the student teachers in the following schools.

1. Horizon English Medium School, Dighi

2. Rashmi English medium school, Phule Nagar.
3. The Trinity School, Kalas,
4. Gyan Jyot English Medium School. Alandi.
5. Pragati Eng. Medium School, Dhanori.
6. Samata Balak Mandir, Yerwada.
7. J.J. English medium School.
8. Duraphe School, Alandi
9. Matoshri School.
10. PCMC school.
11. Sayajinath Maharaj English medium School, Vadmukhwadi.

Students were divided into groups and sent to these schools. During the internship programme the student-teachers have conducted the lessons for each method. Apart from lessons they had to complete the activities of observing lessons of experienced school teachers. This had provided student teacher with the opportunity to gain first-hand experience related to the working of a school.

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 organize the program starting from planning, executing and evaluating the program. They organized the program under the guidance of cultural department head.

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, S.N.D.T. College and Moze College were invited for the workshop. Activities like role play, poster presentation, videos and games were conducted in order to develop personality of students.

Co – curricular activities: Various programmes like Solo Singing Competition, Essay Writing Competition, New Year, Christmas celebration, Dussera celebration, 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 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.
- ◆ Student teachers were supplied with the question banks with the marking scheme of each paper.
- ◆ 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.

- Most of the professors 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.
- All the staff members presented papers in the International seminar organized at our Kothrud Campus and it was published in ISBN journal.
- . One of our staff members has authored a book for B.Ed. 104 course with ISBN No.

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: Nil

12. Research grants received from various agencies: Nil

13. Details of research scholars:

- ◆ Asst. Prof. Gangotri Rokade is pursuing her Ph. D in Education from Department of Education, University of Pune.
- ◆ Asst. Prof. Pratibha Dhabhade is pursuing her Ph. D in Education from Shivaji University, Kolhapur.
- ◆ Asst. Prof. Jyoti Igawe is pursuing her M.Phil. in Education from Adarsh College of Education, Pune.
- ◆ Asst. Prof. Narsinh Panchal is pursuing his Ph.D. in Education from Nanded University.
- ◆ Asst. Prof. Purushottam Sangale is pursuing M.Phil. in Education from Pune University.

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:

- Felicitation programme of 75 women Entrepreneur was organized by our college to encourage women Entrepreneur on 16 Jan 2016.
- Students visited NGO which works for deprive 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:

- Mr. Narsinh Panchal is recruited for the academic year 2015 – 16.
- Mr. Purushottam Sangale is recruited for the academic year 2015 – 16.

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. 50,000/- were purchased during the academic year.
- New educational journals were added to the library.
- **66** 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 as follows.

Sr. No.	Books / subject	No. Of Books
1	Childhood and Growing Up	112
2	Contemporary Indian Education, Gender And Society	179
3	Learning And Teaching	258
4	Assessment And Evaluation for Learning	93
5	Advanced Pedagogy And Application of ICT	178
6	Educational Management	221
7	Pedagogy	33
8	Guidance & Counseling	85
9	Research methodology	93
10	Environmental Education	73
11	Methods	
	• Hindi	71
	• Marathi	30
	• English	178
	• Geography	58
	• History	71
	• Mathematics	114
	• Economics	80
	• Science	71
12	Value Education	50
13	General Books	484
14	Microteaching	55
15	Dictionary	95
	Total	2682

Library was updated with more Journals:

Sr.No.	Name of Journal	DD Amount
1	Entire Research	1200/-
2	Edutrack	750/-
3	NCERT:- Indian Educational Review	100/-
4	School Science	220/-
5	The Primary Teacher	260/-
6	Journal Of Indian Education	180/-
7	Bhartiy Adhunik Shiksha	200/-
8	Indian Educational Abstract	150/-
9	Primary Shikshak	260/-
10	Journal Of Education Planning & Administration	350/-
11	Shikshanatil Marmdrushtee	400/-
12	Shikshan Tarang	480/-
13	Chhatrarth	500/-
14	University News	950/-
15	Learning Community – An International Journal of Educational and Social Development	3800/-
	Total	9800/-

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 by students and teachers is Implemented.
- Students was given feedback form by the Principal and they rated the teachers performance 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 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 in the box without mentioning their names. Box is opened every month in presence of the Principal, grievance in charge and students and appropriate action was 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 2015-16 year is _____/- divided by

80 students, it means _____ /- 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.

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 five 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 haemoglobin 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 making teaching aids, Rangoli, Mehendi, Singing competition, elocution, extempore competition etc.

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 conducted interviews. 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 Asst. Prof. Dabhade and Asst. Prof. Rokade coaches 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 15 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 cleanliness activity in Alandi to create awareness amongst the society about the 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 University exams.

42. Linkage developed with National, International Academic/ research bodies

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 2016-17

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.	surendra.herkal@mitsoer.edu.in
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Ph. No .Office	(020)30253640
Name of the In charge Principal	Dr. Surendra Herkal
Date of formation of IQAC	31/07/2015
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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 organized.

3. New books/journals subscribed

Several books and journals related to the topics, especially school subjects and electives worth Rs. 1 lakh will be purchased. Educational C.D.s for 5th to 8th std. worth Rs.10, 000/- will be purchased.

4. Increase in infra-structural facilities:

To provide clean and pure water RO purifying system units will be installed 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

(Dr. Surendra Herkal)

IQAC Principal/ Chairperson, IQAC.