NAAC - 2011 – 12

AQAR

MAEER’S MIT SAINT DYANESHWAR COLLEGE OF EDUCATION
ALANDI (D), AT POST-ALANDI, DEHU PHATA, TALUKA KHED
DIST.PUNE-412105

The Annual Quality Report (AQAR) of the IQAC
**Name of the Institution**
MAEER’S MIT Saint Dyaneshwar College
Of Education, Alandi (D) At Post Alandi
Dehu Phata, Tal.Khed Dist. Pune-412105

**Year of Report**
2011-12

**Name of the Head of the Institution**
Ms. Pornima Kadam.

**Ph. No. office:** (020) 30253640

**Residence:** - Gokhale Nagar,
Pune

**Mobile:** 9552524632

**Name of the IQAC Coordinator**
Ms. Pratibha Dabhade.

**Ph. No. office:** (020) 30253640

**Residence:** - Krushna Nagar,
Datta gad, Dighi Pune-411015

**Mobile:** 8862060221

**E-mail:** pratibha.dabhade@gmail.com

**Year Report: Part A:**

An Institutions achievement is reflected in its results. Seen below is an overview of the Results for the academic year 2011 – 2012, which shows a total, pass percentage of 94.11.

**Results at a glance (2011 – 12)**

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>Distinction</td>
<td>2</td>
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<tr>
<td>First Class</td>
<td>37</td>
</tr>
<tr>
<td>Second Class with B+</td>
<td>25</td>
</tr>
<tr>
<td>Second Class</td>
<td>0</td>
</tr>
<tr>
<td>Fail</td>
<td>4</td>
</tr>
<tr>
<td>Total number of students</td>
<td>68</td>
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**Total Students-76, Appeared -68**
The academic year 2011–12 began with the Inauguration Session on 23\textsuperscript{rd} August, 2011. A profile of the Institution along with the details of the B.Ed. programme was provided to the students. The institutions mission, vision, objectives and values were put across in a very logical and organized manner. The main focus was on commitment, dedication and sincerity and to live by the values of the institution.

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

- Planning of the academic activities like lessons, arranging of the visits, making tutorial groups, conduction of examinations, conducting co – curricular activities, health programme, guest lectures etc were planned.
- Most of the planning went as planned, but few like generating newsletter, conducting open book exam could not be made feasible, which will be included in the next academic year.
Part B:

Activities reflecting the goals and objectives of the institution:

Objectives of the institution are as follows:

- To be academic centre for excellence amongst the teacher training institutions.
- To empower the student – teachers with life skills that would help them to tackle classroom related problems.
- To provide opportunities for broadening the experiences of student – teachers through various scholastic and non – scholastic activities.
- To sensitize the student – teachers 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 help student – teachers to be accomplished professional in the field of education.

- In the year 2011 – 12 numerous activities were conducted which helped us achieve the objectives of the institutions. Activities are as follows:

  ❖ Core Training Programme

  • Micro teaching: This is the first step of developing teaching skills. Here, student teachers conducted 5 minutes lesson on 6 skills:
    - Stimulus Variation,
    - Set Induction, Explanation,
    - Questioning,
    - Black Board skill and
    - Set Closure.

    Each student teacher gave 2 lessons of each skill and after implementing the suggestions given by the professor in charge and peer group had to re-teach the lesson again. 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, integration lesson is conducted for 20 min. This helped the student teachers to simultaneously integrate all the skills to conduct an effective lesson. Integration lesson on each method was first demonstrated by the professor in charge before student teachers lesson demonstration.

- **Simulation Lessons:** Here, student teachers conducted two types of lessons: technology based, in which they used technology like OHP, Computers, Radio etc and conducted the lessons on their peer group. Other is team teaching, which utilizes the expertise of two or more teachers to teach single topic. Duration of these lessons was 20 minutes.

- **Practice lessons:** Student teachers visited following schools
  - Trinity English Medium School,
  - Sayajinath Maharaj English Medium School,
  - Rashmi English Medium School,
  - S.N.B.P. English medium school,
  - Priyadarshani English medium school,

conducted lesson in actual school settings. A detailed time table for the lessons 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 12 lessons that are 6 of each method were conducted by the student teachers.

- **Internship programme:** 15 days internship was organized for the student teachers in six schools:
  - Sayajinath Maharaj English Medium School,
  - Rashmi English Medium School, S.N.B.P. School,
  - Priyadarshini English Medium School,
  - Horizon English Medium School,
  - S.N.B.P. English Medium School

Students were divided in groups of 13-14 students and sent to these schools. Student teachers during their internship conducted block lessons, team teaching lessons, technology lessons, lessons on models of teaching, value based lesson and environment
lessons. They also prepared a test for each method and implemented it during their internship. A part from lessons they completed few practical’s like study of school plant, arranging co-curricular activities, competitions, study of parent teachers association, observing lesson of an experienced teacher and study of school problems. This programme helped the student teachers to get firsthand experience as teachers and learnt implementation of all theoretical concepts learned during B.Ed.

✈ Academic Activities

• **Tutorials:** This helps in developing continuous study habit among student teachers. 24 tutorials (2 of each paper) were conducted throughout the year. Each tutorial was of 10 marks. Questions for the tutorials were put up on the notice board, one week in advance, So that students referred many books and prepared for the answer.

• **Content Enrichment Programme:** This test was used to check the subject knowledge of the student teachers. 2 C.E.P. test were conducted of 40 marks each (20 marks for each method). Before the exams one week C.E.P. workshop was conducted for student teachers, were they studied with their peer group members.

• **Internal test:** 2 internal test was conducted, one in the month of November and other in the month of March. Each paper was of 80 marks. These tests were used to check the achievement level of the students in various subjects. Based on the results mentoring was carried out by the professor in charge.

✈ Scholastic and Non – Scholastic Activities

➢ **Assembly:** This was used to inculcate valued and discipline among the student teachers. Student teachers also learnt the process of conducting assembly. Every day assembly was conducted at 10.45 a.m. for 15 minutes. Student teachers started the assembly with the National Anthem, and prayer. According to their roll numbers each student teacher narrated a moral story and a inspirational quote and some education related news were read out too.

➢ **Day’s Celebration:** This was done to help student teachers know the importance of certain days and also learn ways of organizing them. Days like

  - Teacher’s Day,
  - Gandhi Jayanti,
  - Aids day
Children’s day
- Diwali celebration
- Colour day

were celebrated throughout the year. Student teachers under the guidance of professors arranged all these various days.

- **Workshops Organized:**
  - **Workshop on constructivism:** This workshop was conducted in Kothrud, but all the students from our college attended it. This workshop helped the student teachers to get acquainted with the concept of constructivism and also process of making lesson note on it. Student teachers later used constructivism to make their C.C.M. lesson note. This workshop was conducted by Mr. Dhananjay Joshi (U.K.) he explained about the concept and innovative ways of teaching.

- **Co-curricular activities:** Various programmes like
  - Teachers day
  - Diwali celebration
  - Illocution competition
  - Singing competition,
  - Rangoli competition
  - Mehandi competition
  - Recipe competition
  - Colour days celebration
  - Sports competitions like short put, running etc.
  - Annual gathering,

was organized by the student teachers. Students were encouraged to participate in competitions like state level debate competition, intercollegiate debate competition. Our students stood first in state level debate competition. All these activities helped student teachers to develop their innate qualities.
2. **New academic programmes initiated (UG):**

   **University of Pune Students Welfare Department’s**
   - Special Guidance Scheme and
   - Girls personality Development scheme

   Under special guidance scheme Guest lectures were organized for subjects like Research methodology, Educational Evaluation and ICT and instructional system.

   Under Girls personality Development Scheme Guest lectures were organized on the topics like Health, Laws related to women, Soft skills, Self awareness, Self esteem, Self realization and Decision making.

3. **Innovations in curricular design and transaction:**

   - Curriculum of University of Pune was followed therefore design could not be changed, but the lessons in C.C.M. which was conducted by different methods from the syllabus was conducted using constructivist approach. This approach was new for the student’s teachers and would be helpful when they will be practicing regular teaching.

   - For transaction of the curriculum different ways were used like cooperative learning, discussion, lecture using technology, seminar. Use of these methods of teaching helped the students teachers to become independent learners and also developed many qualities like cooperation, respect for others views, inductive thinking, creativity etc.

4. **Inter-disciplinary programmes started:** Nil

5. **Examination reforms implemented:**

   - Quality Enhancement Programme Student teachers were divided into diary groups and each were given questions to prepare they have to learn the question and make his group members to learn through

   - Preparation leave was given before each exam so that students get time for revision.

   - Question paper set for the exams was application based, through which student teachers learned the application of the theory.

   - Questions for the tutorial were put up on the notice board one week in advance.
• Student teachers were supplied with the question bank with marking scheme of each paper before exam. Question bank helped the student teachers to practice for the exams.
• Professor in – charge assessed the answer sheet of the student within one weeks time.
• After every exam mark sheet was put up on the notice board.

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

7. Initiative towards faculty development programme:
• Student – Staff enrichment programmes were arranged throughout the year on various topics like
  ▪ Work Culture
  ▪ Cooperative learning
  ▪ Mass communication media and education
  ▪ constructivism

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

8. Total Number of seminars/workshops conducted:
• Many workshops were conducted for the student and teacher, which are as follows:
  ➢ Workshop on constructivism was organized for MITSOE at Kothrud by Mr. Dhananjay Joshi from U.K.
  ➢ Workshop on writing model answer was organized at Kothrud, which was attended by our students.

9. Research projects a.) newly implemented: NIL
    b.) Completed: NIL

10. Patents generated, If any: NIL
11. New collaborative research programmes: NIL

12. Research grants received from various agencies: NIL

13. Details of research scholars:

14. Citation index of faculty members and impact factor: NIL

15. Honors/Awards to the faculty:

16. Internal resources generated:

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

18. Assistance/recognition: NIL

19. Community services:

   - Indrayani Ghat Swatchata Abhiyan
   - Cleanliness awareness programme at Alandi

   This helped student teachers to realize that no work is small or big and they have to be the first to bring change in the society, instead of waiting for others to start.

20. Teachers and officers newly recruited:

21. Teaching – Non – teaching staff ratio:

   - The teaching to non- teaching ratio was 7:3
22. Improvements in the library services

- Reference Books, textbooks worth Rs. 50,000 was purchased during the academic year.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of paper</th>
<th>Total No. of Books</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education for New Times</td>
<td>365</td>
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<tr>
<td>2.</td>
<td>Psychology of development and Learning</td>
<td>148</td>
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<td>4.</td>
<td>Information Communication Technology &amp; Instructional System</td>
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<td>5.</td>
<td>Educational Evaluation &amp; Electives</td>
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<td>9.</td>
<td>Reference books</td>
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<td>10.</td>
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<td>11.</td>
<td>Books</td>
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<td><strong>Total Cost of the books</strong></td>
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<tr>
<td>Sr. No.</td>
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<tr>
<td>1.</td>
<td>Jiwan Shikshan</td>
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<td>2.</td>
<td>Shikshan Sankraman</td>
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<td>3.</td>
<td>Shikshan Samiksha</td>
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<td>4.</td>
<td>Entire Research</td>
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<tr>
<td>5.</td>
<td>Edutrack</td>
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<td>6.</td>
<td>Indian Educational Review</td>
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<td>7.</td>
<td>School Science</td>
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<td>8.</td>
<td>The Primary Teacher</td>
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<td>9.</td>
<td>Journal of Indian Education</td>
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<tr>
<td>10.</td>
<td>Bhartiya Adhunik Shiksha</td>
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<td>11.</td>
<td>Journal of Value Education</td>
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<tr>
<td>12.</td>
<td>Indian Educational Abstract</td>
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<tr>
<td>13.</td>
<td>Indian Journal of Vocational Education</td>
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<td>14.</td>
<td>Primary Shikshak</td>
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<td>15.</td>
<td>Journal of Education Planning and Adminstration</td>
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<td>16.</td>
<td>Indian Journal of Adult Education</td>
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<tr>
<td>17.</td>
<td>University News</td>
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<tr>
<td>18.</td>
<td>Journal of Community</td>
<td></td>
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</tbody>
</table>
25. Courses in which student’s assessment of teachers is introduced and the action taken on student’s feedback.

1. Student’s Feedback of teachers & Principal
2. Principal’s feedback of the staff

- All courses taught by the teacher educators are assessed by the teachers. 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 improvements.
- 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.
- Based on all the above feedbacks, teacher educators were guided by the Principal in order to improve the teaching learning process.

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 2011-12 year is divided by ----- students.

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

- All the administrative work is computerized. This involved work like admission record, scholarship, salary of the staff, accounts maintenance etc. Tally software is used for maintaining the accounts of the college.
- Admission process of the course is centralizes 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 their course were conducted by University of Pune in the month of May. Throughout the year college conducted many exams and activities and submitted marks of same to University of Pune. The final result of students was on the basis of external exams and internal exams.
• After 45 days of examination, University of Pune 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**

• In this year 10 computers
• Water cooler
• Three Library cupboards
  were purchased

29. **Technology up gradation**

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

• Internet facility is accessible to students in computer laboratory which students use in their TBT practical and other works.
• Student teachers were trained to use computers, internet, send e-mails etc. A part from this they did T.B.T. practicals, through which they learned to use power point, excel, word document etc.
• All the teachers’ educators are computer literate and continuously use technology in their work.
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.
- Two students were given finance to attend ‘Indian Student’s Parliament’
- Two students were provided finance for **8 days camp to Melghat with Maitree Organization**

32. **Supports from the Alumni Association and its Activities:**

- Alumni meet was organized in this year and all the past students from last three batches were invited for the function. Students participated in the function and shared their experiences about the college, course and teachers; they also shared their experiences about their job. All this helped the student teachers to know more about the profession and also united all the students in one bond.

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

34. **Health Services:**

- MAE campus medical facilities were used in case of emergency
- 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, Pranayam and exercises.** This activity helped the student teachers to maintain their health, overcome the stress levels and also learnt about organizing of the health programmes which they will need as future teachers.

35. **Performance in sport activities- NIL**

36. **Incentives to outstanding Sportsperson-NIL**
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. One of our student Mahendra Mali had participated in a State level illocution competition & won the 1st prize.
- Many competitions were conducted in the college like illocution competition, poetry reading competition, etc for which prizes were distributed during the valedictory function.

38. **Activities of the Guidance and Counseling Cell:**

- Grievences reduction cell is established Prof Das and Prof Raut help students to solve their problems
- Principal of the college was always open to hear problems of the students, which made them more relaxed.

39. **Placement services provided to students**

- Placement cell is under development
- College has good repo with the reputed schools in the surrounding 4 students were recommended and schools have appointed them for English medium schools.
- One Student Suyog Waghmare who was recommended by college is appointed in Government aided school.

40. **Development programmes for non-teaching staff – NIL**

41. **Best practices of the institution**

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

- Diary groups were made students have to maintained diaries and get it checked from diary group in charge.
• Diary group in charge is also a mentor of that group who look after all activities for quality enhancement

• Every teachers training college is supposed to provide services to its society. In order to achieve this we organized a two days Social service programme at Alandi Ghat where we organized Indrayani Ghat Swatchata Abhiyan and Cleanliness awareness programme.

• Maitree Organization’s 100 days school : Our two students Suyog Waghmare and Tossif Shaikh and one staff Prof. Smita Chaskar had been to Melghat to teach Adivasi Students.

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

43. Any other relevant information