

NAAC –  
AQAR

2014 - 15

---

[MAEER's MIT VishwashantiGurukul  
Teacher's Training Academy, B. Ed College  
(English Medium), Loni Kalbhor

# **The Annual Quality Report (AQAR) of the IQAC**

**Name of the Institution:** MAEER's MIT Vishwashanti Gurukul Teacher's Training Academy,  
B.Ed College (English Medium), Loni Kalbhor

**Year of Report:** 2014 - 2015

**Name of the Head of the Institution:** Dr. Asawari Bhave – Gudipudi

**Ph.No. office:** (020) 39210121 **Residence:** -

**Mobile:** 9552524631 **e-mail:** [asawari.bhave@mitsoer.edu.in](mailto:asawari.bhave@mitsoer.edu.in)

**Name of the IQAC Co-ordinator:** Ms. Priya Singh

**Ph.No. office:** (020) 39210120 **Residence:** -

**Mobile:**8975762420 **e-mail:** [priya.singh@mitsoer.edu.in](mailto:priya.singh@mitsoer.edu.in)

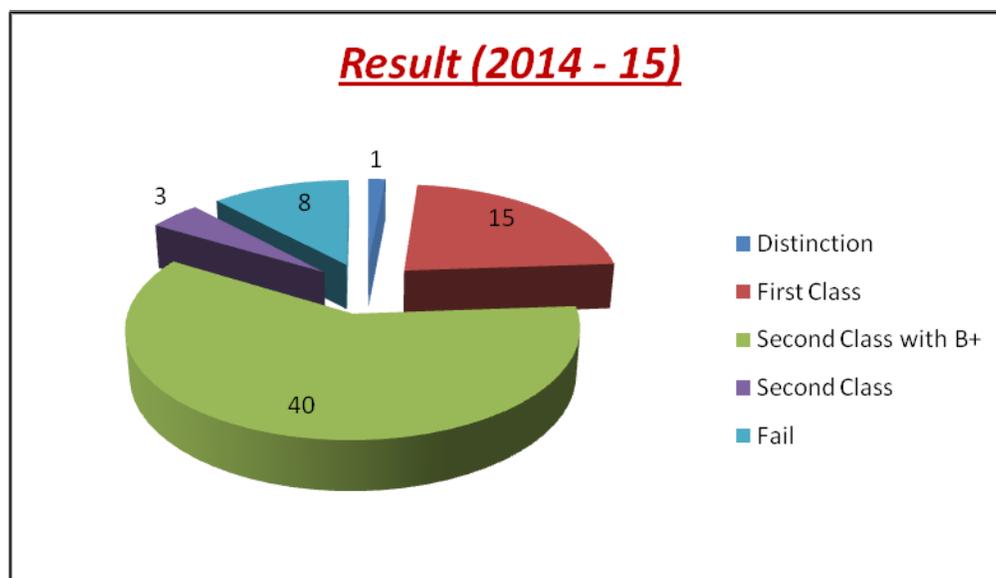
---

## **Year Report:Part A:**

Below is an overview of the results for the academic year 2014- 2015, which shows a total pass percentage of 88.

| <b>Results at a glance (2014 – 15)</b> |    |
|--|----|
| Distinction                            | 1  |
| First Class                            | 15 |
| Second Class with B+                   | 40 |
| Second Class                           | 3  |
| Fail                                   | 8  |
| Total number of students               | 67 |

**Total Students- 67, Appeared - 67**



The academic year 2014-15 began with the Inauguration Session on 16<sup>th</sup> August, 2014. 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 that is spiritual and moral values. MIT VGTTA is committed in developing teachers who will be able to meet global needs of the society through their moral values.

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

- 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 are as follows:
  - Credit system was introduced in the new revised syllabus. Total B. Ed course was of 1500 Marks out of which 160 was external that is theory & 700 internal practical. 1 credit was of 16 hours. The credit system was
  - Total 8 course papers: 101- philosophy & sociology, 102- psychology, 103- management, 104- Advanced pedagogy, 105- Advanced Evaluation procedures, 106- ICT, 107 – Electives, 108 – subject education. Subjects were allotted to the respective procedures.

- Open course was added in the syllabus. Two open course topics were selected in the meeting one was on life skills and other differentiation.
- Entrepreneurship was added as a new course in the syllabus, main aim of the course was to develop entrepreneurship amongst teacher trainees. Two activities which needs to be conducted under this course was selected one was interview of a book publisher and other of an institute.
- Planning of the lessons was asked to be done by the respective in charge. These were the few major changes done in the syllabus.
- Dates of submission for all the activities were chalked out at the starting of the year and it was given to the teacher trainees on the day of inauguration.

## **Part B:**

### **1. Activities reflecting the goals and objectives of the institution:**

#### **Objectives of the institution are as follows:**

- To be academic center 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 the student – teachers to be accomplished professional in the field of education.
- In the year 2014 – 15 numerous activities were conducted which helped us in achieving 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: Stimulus variation, set Induction, Explanation, Questioning, Black board skill, closure, reinforcement & demonstration / reading. Each teacher trainees plan and conduct 2 lessons of each skill, one teach and after implementing the suggestions given by the professor in – charge and peer group reteach 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, integration lesson is conducted for 20 min. This helped the teacher trainees 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 teacher trainee’s lesson demonstration.
- **Simulation Lessons:** Teacher trainees 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 teacher trainee 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 demonstration method and so on as per the subject chosen by the teacher trainee.

**Course 111: Innovative lessons:** Teacher trainees had to conduct 10 innovative lessons on the peer group. This helped the teacher trainees 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) and self-study lesson (2)

**Course 112: Practice lessons:** According to new syllabus teacher trainees need to conduct 8 practice lessons in schools, 4 of each method. Teacher trainees visited schools like St. Theresa, Prithviraj School, Limbra School & Mount Mary School and 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. Lessons of teacher trainees were observed by the professors of the college when they conducted lessons in various schools. 4 lessons of each student were arranged during this practice lesson session and the remaining lessons were conducted during internship period.

**Course 113: Internship Programme:** 15 days internship was organized for the Teacher trainees in schools: Cygnet public school, Hadapsar, Limra School, Hadapsar, St. Theresa School, Loni Kalbhor and Kanyaprashala, Loni Kalbhor. Students were divided in group of 12 – 15 students and sent to these schools. Teacher trainees during their internship conducted 8 block lessons 4 of each method. Out of these 4 lessons one was a unit test. They had to teach a lesson for three days and then conduct a test on the same which they had planned earlier under the guidance of their professors in – charge. Apart from lessons they had to complete two activities one was observing lessons of two experienced teacher and other was collecting information about records and registers maintained by the office of the school. This programme provided teacher trainees with the opportunity to gain first-hand experience related to 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 creativity, problem solving, decision making, team work, leadership skills and self-employment. Two activities conducted during this academic year were interview of a book publisher. Ms. Archana Deshpande & Mr. Pratik Puri of news hunt and online magazine were invited to the college. Teacher trainees developed a questionnaire which will reveals the story behind the magazine, risks involved and skills needed to start a new business. The representatives of news hunt provide with ample opportunity for the teacher trainees to interact with them and learn more about their business and above all know that with risk comes success.

Another activity on entrepreneurship was interview to enhance professional competencies. For the same few entrepreneurs were invited in Kothrud MIT B. Ed College. One of the experts was Mrs. Sayali Ghankar enlightened teacher trainees regarding skills and competencies for being an entrepreneur. She informed teacher trainees regarding basic

concept of entrepreneurship. She also enlightened teacher trainees regarding courses available on developing entrepreneurship.

- **Open Course:** Teachers must update their skills continuously in order to improve their teaching learning process. Keeping in mind the need to instill and upgrade skills in teacher trainee's open course on '**Life skills**' and '**Differentiation**' was conducted during this academic year. Open course on life skills started with poster presentation, this activity was conducted in order to know the previous knowledge of students regarding life skills education. To know the attitude of teacher trainees towards life skills education activity 'Academic controversy' was conducted. Teacher trainees were supposed to first debate for and then against on the topic 'life skills must be made compulsory in schools'. 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 teacher trainees were assessed using rubrics. Teacher trainees were asked to perform few activities based on life skills like advertising, million and one uses and action speaks louder than words. This exercise helped them to know about the activities that can be conducted in schools moreover do's and don'ts of that particular activity. Open course on life skills provided teacher trainees with an insight into process of conducting life skills and also develop skills for evaluating life skills amongst students.
- **Differentiation:** All children are not identical hence teachers must treat all children differently depending upon their needs. Keeping in mind this aim we decided to conduct open course on differentiation which was not in the University of Pune list of topics. We selected this topic so that the teacher trainees get an insight into topic of differentiation and also they know the need of differentiation in schools. Dr. PN Prasad (Project Director, MIT School division and training) was the resource person for this workshop. He used many videos and handouts to provide information to the participants. Meaning of differentiation, need analysis, types of differentiation and process of differentiation was the topics covered during the workshop. Lesson plans on different subjects were provided to teacher trainees to analyze and identify the type of differentiation used.

## **Scholastic and Non - Scholastic Activities**

- **Assembly:** Every day assembly was conducted at 10.00 am for 15 minutes. Student teachers started the assembly with world peace prayer, than National Anthem. According to their roll numbers each teacher trainee narrated a moral story and shared a thought with the group. 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 teacher trainees respect cultural diversity and know the process of celebrating the days. Days like Teachers day, Ganesh Chaurthi, Makarsankrant, Navratri, Dusshera, Ambedkar Jayati, Ekta divas, etc. were celebrated throughout the year. Teacher trainees organized the program starting from planning, executing and evaluating the program. They organized the program under the guidance of cultural department.
- **Street Play:** In this academic year teacher trainees performed two street play one on ‘**Awareness of Dengue**’ and other on ‘**Swachata Abhiyan**’. Both the street plays were performed in Loni Kalbhor goan in front of the local public. After the street play students carried out a rally on the roads of Loni Kalbhor to generate awareness amongst the localities. Street play was a part of social service and student’s performance was assessed using rubric. Teacher trainees learnt the skill of planning a street play and above all contributing for the society as a teacher.
- **Workshops Organized:**
  - **Teaching Aids Workshop:** This helped student teachers to know about various ways of making innovative teaching aids, which they used during their core training programmes. 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. Teacher trainees used this knowledge and prepared attractive teaching aids for their lessons.
  - **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 two visits: first to an NGO to **Mahavir Matimand School** in Ioni Kalbhor. Teacher trainees collected information about the school from the authorities they also saw the products prepared by the children and distributed snacks to them. This visit inculcated empathy amongst the students and helped them realize the need of care and respect for all kinds of children another visit 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. Both 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 New Year, Christmas celebration, Dussera celebration, trip to Udaipur, Food mela, extempore competition was organized by the teacher trainees. Students were encouraged to participate in competitions like state level debate competition, intercollegiate debate competition. Our students stood first in the essay writing competition organized by Ramakrishna Math, Pune on youth day. Another student received first prize in English speech competition organized by Kantilal

Kanswara College, Pune. All these activities helped student teachers to develop their innate qualities.

2. **New academic programmes initiated (UG):** We are now an official Cambridge development center and program leaders for the courses underwent an online induction course by Cambridge. Program plan on the two courses were submitted and got approved by the team. We are launching two new programs in the next academic year: **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 differentiation 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 six 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:**

- Preparation leave was given before the exam so that students get time for revision.
- Question paper set for the exams was application based, through which teacher trainees learned the application of the theory.
- Student teachers were supplied with the question bank of each paper at the start of the year. Question bank helped the student teachers to practice for the exams.
- Professor in – charge assessed the answer sheet of the students within one weeks’ time and gave feedback to all the students on one to one basis.
- After every exam mark sheet was put up on the notice board. Individual teachers discussed the feedback with each student regarding their performance and improvements needed.

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

- 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.
- 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:** Research project titled “Intervention Programme for environmental Sensitization amongst the stakeholders at different levels in education” was sponsored by ICSSR started from Jan 2015.

**b) Completed:** Research project sanctioned by ICSSR on “A study of effectiveness of the instructional module based on constructivist approach in classroom teaching for the school teachers in semi-rural area of Pune city”

10. **Patents generated, if any: NA**

11. **New collaborative research programmes:** Minor research project on “Intervention Programme for environmental Sensitization amongst the stakeholders at different levels in education” in collaboration with ICSSR, New Delhi.

12. **Research grants received from various agencies:** Research grants for two minor research projects was received form ICSSR (Indian Council for Social Sciences Research), New Delhi

13. **Details of research scholars:**

- Asst. Prof. Priya Singh is pursuing her Ph. D in Education from Department of Education, University of Pune.
- Asst. Prof. Ashwini Mahamuni is pursuing her Ph. D in Education from Shivaji University, Kolhapur.
- Asst. Prof. Virendra Bawaskar is pursuing his M. Phil in Education from University of Pune.
- Asst. Prof. Puspha Atole is pursuing her M. Phil from University of Pune.

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

|   |   |  |
|---|---|--|
| Dr. Asawari Bhawe –<br>Gudipudi<br><i>“Invigorating Educational<br/>System with Humanistic<br/>Education”</i> | Redefining Education<br>Expanding Horizons, Alfa<br>Publications, Paper presented<br>at two days National<br>conference at Bombay<br>Teachers Training College,<br>Mumbai | ISBN:978-93-830256-8<br>First Published - 2013 |
|---|---|--|

15. **Honors/Awards to the faculty:**

- Dr. Asawari Bhawe – Gudipudi successfully completed Cambridge International Diploma for Teachers & Trainers with distinction.
- Asst. Prof. Priya Singh successfully completed Cambridge International Diploma for Teachers & Trainers.
- Asst. Prof. Virendra Bawaskar underwent orientation program organized by academic staff college, University of Pune.

- Asst. Prof. Ashwini Mahamuni attended faculty development program organized by Academic staff college, Savitribai Phule Pune University.

**16. Internal resources generated:**

- Workshop on B. Ed orientation was organized at the starting of the year for which 500/- was charged from the participants for three days.

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

**18. Assistance/recognition:** Recognized as a Cambridge Development Centre for running Cambridge Professional Development Courses.

**19. Community services:**

- Street play on Swach bhara Abhiyan and Dengue awareness was performed by teacher trainees in Loni Kalbhor 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. Pradnya Deshpande 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. 67,596/- was purchased during the academic year.
- Ten new educational journals were added to the library.
- **10** 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

| <b>Paper</b>  | <b>Total No of Books</b> |
|---|--------------------------|
| a. Education for development in 21 <sup>st</sup> century          | 363                      |
| b. Phycology of the learner & learning                            | 326                      |
| c. Quality & management of school education- Issues and concerns  | 233                      |
| d. Integration of ICT in teaching-learning & instructional design | 174                      |
| e. Advanced Evaluation procedures                                 | 118                      |
| f. Elective: Environmental Education                              | 98                       |
| g. Elective: Guidance & Counseling                                | 68                       |
| h. Subject Education  | 943                      |
| i. Education related books  | 521                      |
| j. Reference Books<br>(Dictionary, Encyclopedia, Handbook)        | 205                      |
| k. General Books  | 781                      |
| l. Textbooks  | 437                      |
| <b>Total</b>  | <b>4335</b>              |
| <b>Total Amount of Books</b>                                      | <b>6,75,468/-</b>        |

24. **Journals-Details**

| <b>Sr.No</b> | <b>Name of Journal</b>                             | <b>DD Amount</b> |
|--------------|--|------------------|
| 1            | Journal of Educational Planning and Administration | 350/-            |
| 2            | NCERT: Journal of Indian Education                 | 180/-            |
| 3            | EDUTRACKS  | 1000/-           |
| 4            | Anweshika: IJTE                                    | 460/-            |
| 5            | University News                                    | 950/-            |
| 6            | Education world                                    | 810/-            |
| 7            | Mentor   | 1000/-           |
| 8            | PHCER Academic Journal                             | 500/-            |
| 9            | Reader's Digest                                    | 549/-            |

|    |  |        |
|----|--|--------|
| 10 | MERI Journal of Education  | 550/-  |
| 11 | Teacher support  | 450/-  |
| 12 | TMV Journal of Teacher Education                                     | 600/-  |
| 13 | Indian Education Review  | 100/-  |
| 14 | Shikshanatil Marmdrushti   | 600/-  |
| 15 | Teacher Education Browser  | 600/-  |
| 16 | Learning Community: An International Journal of Social & Educational | 1685/- |
| 17 | Jeevan Shikshan  | 200/-  |

**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 on the box without 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 2014-15 year is 47, 97213/- divided by 67 students, it mean 71,600/- 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 themark sheet to thecollege, 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 rom 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 kalian, 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 three 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:**

- Gurukul School is having medical facility which is used by us in case of emergency.
- MIT organized a medical checkup for the staff in the Gurukul Gymnasium. Basic checkup like blood sugar, BP, 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 of all the three MIT B. Ed colleges in Pune on Vishwashanti Gurukul ground. Games like cricket, long jump, tug of war, race 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. One of our students stood first in essay competition organized by Ramkrishna math, Pune. Other students received first prize in speech competition held at Kantilal Kinsawra College, Pune.
- Many competitions were conducted in the college like best out of waste, cookery competitions, salad decoration, notice board decoration, flower making etc. for which prizes were distributed during the valedictory function.

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

- Guidance and counselling 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, new era high school, Panchagani, Podar school and 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. Bawaskar and Prof. Vinod 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 12 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.
- Organizing extempore competition named 'Vishwajigyasa extempore competition'. This competition will be held every year. This will help develop a trade mark of the college.
- Every teachers training college is supposed to provide services to its society. Our students performed street play on cleanliness and prevention of dengue in Loni Kalbhor 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, 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**

We have collaboration with Cambridge International Examinations to deliver Professional Development Qualifications on Educational Leadership & Teaching and learning.