

School of Education (EDU)

The Annual Quality Assurance Report (AQAR) of the
IQAC
School of Education : Academic Year 2013-14

Part – A

1. Details of the Institution

1.1 Name of the Institution

School of Education

1.2 Address Line 1

School of Education (IASE)

Address Line 2

Bhanwarkua Square, A.B. Road

City/Town

Indore

State

M.P.

Pin Code

452001

Institution e-mail address

soe.iase@gmail.com

Contact Nos.

(0731) 2466685

Name of the Head of the Institution:

Prof. S.K.Tyagi

Tel. No. with STD Code:

(0731)2466685

Mobile:

09179753037

Name of the IQAC Co-ordinator:

Prof.M.Buddhisagar

Mobile:

9301559644

IQAC e-mail address:

mbsoe@rediffmail.com

1.3 NAAC Track ID (For ex. MHCOGN 18879) **EC/66/RAR/146 dated 21-02-2014**

1.4 Website address:

www.dauniv.ac.in

Web-link of the AQAR:

<http://www.edu.dauniv.ac.in/AQAR201314.doc>

For ex. <http://www.ladykeanecollege.edu.in/AQAR201213.doc>

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.23	2008	5 Year
2	2 nd Cycle	A	3.14	2014	5 Year

1.6 Date of Establishment of IQAC: DD/MM/YYYY

September, 2008

1.7 AQAR for the year (for example 2010-11)

2013-14

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

This is the first report after NAAC Visit in Jan 2014.

- i. AQAR _____ (DD/MM/YYYY)
- ii. AQAR _____ (DD/MM/YYYY)
- iii. AQAR _____ (DD/MM/YYYY)
- iv. AQAR _____ (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

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

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

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme Yes No

UGC-Innovative PG programmes No Any other (*Specify*) UGC SAP DSA phase I

UGC-COP Programmes No

2. IQAC Composition and Activities

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No. Faculty yes Non-Teaching Staff yes Students yes Alumni yes Others yes

2.12 Has IQAC received any funding from UGC during the year?

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos

International

National

State

Institution Level

(ii) Themes

Capacity Building Programme

2.14 Significant Activities and contributions made by IQAC

<ul style="list-style-type: none">*Curriculum Revision*Placement Activities* Research and Consultancy* Alumni Meet*Environmental Awareness Activities<ol style="list-style-type: none">1. World Forest Day2. Environmental Education Day*Career counselling*Student Support and Progression*National Days Celebration:<ol style="list-style-type: none">1. Teacher's Day Celebration at University Level and Institute Level2. National Education Day*Professional Development of Stakeholders
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2.15 Plan of Action by IQAC/Outcome

Seminar/ Workshop/Activity Planned for 2013-14	Seminar/Workshop/Activity Organized during 2013-14
1) Organizing Expert Lecture on Emerging Areas of Education.	Expert lecture by Dr. Arbind Jha on Knowledge and Education. Expert lecture by Dr. Anil Kumar, TTTI on Concept of Educational Technology. Expert Lecture by Dr. Sanjay Gupta, IMS, DAVV on "Stress Management". Expert Lecture by Prof. D.R. Goel, CASE, Baroda on Research Issues. Expert Lecture by Prof. D.R. Goel, CASE, Baroda on Research Issues.

	<p>Lecture by Dr. Aditya Lunavat , SVCG Scheme.</p> <p>Lectures by Mr.Ameya Pahare and Mr. Sandeep Atre, jointly organized by DAVV Career Guidance cell & School of Education.</p> <p>Topics: Psychological & Sociological problems of Students, and Career guidance options available for students.</p> <p>Expert Lecture on Scientific Method & Research by Prof. S.B.Singh.</p> <p>Expert Lecture by Prof. H C S Rathore on Teaching at Higher Levels</p> <p>Expert Lecture by Prof. D.R. Goel on Educational Research Thrust in India.</p> <p>Expert Lecture by Dr. K.C. Sahoo, Head, Vinay Bhawan, Shantiniketan on “Philosophical foundations of Education” .</p> <p>Expert Lecturer by Mr. Rumesh Chander, Associate Professor, Delhi University on “Basic Tenets of Philosophical School and & their Educational Implications”.</p> <p>Popular Lecture by Prof. S.P. Gautam, Ex. VC, RDVV on “Science & Society” on National Education Day.</p> <p>School of Education & Women Task Force, DAVV,Indore Organized Popular Lecture on “ Human Trafficking in India” by Prof. Asha Shukla Head, Women’s Studies Centre, Barkatullah University, Bhopal. Presided over by Prof. D. P. Singh, Hon’ble Vice-Chancellor, DAVV, Indore.</p> <p>Six Lectures on UGC-ASC Short term program in Training for use of SPSS in Research, DAVV, Indore.</p> <p>“How to make Resume” A Lecture by Coln.(Retd.) Gautam & Dr,Preeti Singh Coordinator, Career Guidance Cell, DAVV organized by Placement Cell.</p> <p>“World Cancer Day” Breast Cancer Awareness Lecture by Dr. Seema Vijaywargiya at School of Education (IASE), DAVV.</p>
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	<p>Expert Lecture on Stress Management by Dr. Balbir Singh Jamwal , Principal, BKM College of Education, Barachm , Distt. SBS Nagar (Pb).</p> <p>Expert Lecture by Prof. U.C. Vashistha on Basis concepts of Philosophy.</p> <p>Expert Lecture on “Role Play Method” by Mr. Lucky Gupta, Director Rangloke Indore.</p> <p>Two weeks of NET-JRF Capacity building program</p> <p>Lecture by Mr. Soni, Pink Flower School</p> <p>Expert lecture by Prof. S B Singh, research Types and Action Research</p> <p>Expert lecture by Prof. D N Sansanwal on steps of Research and Hypothesis.</p>
2) Training Programs in different innovative areas of education like ICT.	15 days computer awareness program was organized for students of Govt. Higher Secondary School, Village Bijalpur, Indore.
3) Conducting Capacity Building Program on Use of Statistics and Research and SPSS for Research Scholars and Lecturer.	<p>Workshop on Use of SPSS in Data Analysis (New GDC organized workshop 30/01/2014 to 05/02/2014 timing 2:00-5:00 PM). 43 participants attended the Workshop.</p> <p>Coordinated UGC-ASC Short term program in Training for use of SPSS in Research, DAVV, Indore</p>
4) Undertaking Green Calendar Activity.	Inter Departmental Environmental Education Quiz organized by School of Education. Seven Schools of Studies participated in the event. School of Education Team reached finals of the Environmental Quiz. Judge: Prof Arun Kher Holkar Science College DAVV Indore.
5) Organising Alumni Meet	Allumni Meet, School of Education, Inauguration by Prof. RajKamal (VC) and Concluding by Mr. R.D. Musalgaonkar (Registrar).

<p>6) Organising /Competing in Co-Curricular Activities</p>	<p>Dance Function organized in School of Education. Folk dance & Calbelia dance performed by Students of all sections.</p> <p>Screening of short film on “The Truth about Tiger” at EMRC, DAVV (International Tiger Day)</p> <p>Students participated in Inter Departmental Folk Dance Competition at DAVV Auditorium. Selected to represent UTD in Inter College Youth Festival.</p> <p>Represented UTDs in Inter College Folk Dance Competition “Yuva Utsav 2013”</p> <p>Inter Collegiate Competitions at Christian Eminent College</p> <ol style="list-style-type: none"> 1. Poster Competition Ist & IInd Prizes 2. Mehndi Competition Ist Prize 3. Rangoli Competition Ist & IInd Prizes 4. Essay Competition – I 5. Dance Competition – I & II 6. Solo Singing – II <p>Poster Competition on the occasion of Nirbhaya Day- Slogan Competition</p> <p>Hastakala se sambandhit kuch prayogo ka pradarshan by Prakash Ranchod Bhai Barok “Best out of Waste”, Hastakala Mahavidhyalaya, Ahmadabad, Gujrat.</p> <p>SoEd. Organized Sanstha Seva Pakhwada</p>
<p>Other Miscellaneous activities planned/Executed: 2013-2014</p>	
<ul style="list-style-type: none"> • Restoring Activity based Teacher Education Program for 2013-14 Academic Year 2013-14. • Designing new and Dynamic Departmental website with useful links. • Establishment of Placement, Guidance and Counseling and Extension service cell • Up gradation of Computer, ET, Science and Psychology Laboratories 	<ul style="list-style-type: none"> • Activity based Teacher Education Program restored from 2013-14 Academic Year 2013-14 • New and Dynamic Departmental website designed with useful links • Placement, Guidance and Counseling and Extension service cell established • In Progress

<ul style="list-style-type: none"> • Up gradation of Library • Renovation of Institute Building • Appointment of regular Qualified and Research Oriented Faculty • Training teachers of Educational establishments in the surrounding areas • Collaborating with NGOs • Extend all help for the quality teacher education to private B.Ed./M.Ed. Colleges affiliated to the University. 	<ul style="list-style-type: none"> • Up gradation of Library (TLSS) in Progress • Part of the building renovated and whitewashed • Posts Advertised and appointments in progress • Training of teachers of Educational establishments in the surrounding areas done under IASE program • Yet to be done • Private B.Ed college teachers helped through programs organised by ASC, DAVV, Indore
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** Attach the Academic Calendar of the year as Annexure.*

2.15 Whether the AQAR was placed in statutory body Yes YES No

Management Syndicate Any other body

Provide the details of the action taken

Part – B
Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	01	00	00	00
PG	02	00	00	00
UG	01	00	00	00
PG Diploma	00	00	00	00
Advanced Diploma	00	00	00	00
Diploma	00	00	00	00
Certificate	00	00	00	00
Others	00	00	00	00
Total	04	00	00	00
Interdisciplinary	00	00	00	00
Innovative	01	00	00	00

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options:
Core/Elective option

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	04
Trimester	00
Annual	00

1.3 Feedback from stakeholders* Alumni Yes Parents Yes Employers Yes Yes
Students

(On all aspects)

Mode of feedback : Online Yes Manual Yes Co-operating schools (for PEI) Yes

****Please provide an analysis of the feedback in the Annexure***

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Revision of Syllabi is done regularly on the basis of policies of national and state bodies, feedback from stakeholders and need of the Learners

1.5 Any new Department/Centre introduced during the year. If yes, give details. NO

Criterion – II
2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
12	4	2	4	2 (Craft Teachers)

2.2 No. of permanent faculty with Ph.D. 09

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Prof.		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
4+3 (cont)	2	2	1	4*	2	2	1	15	6

* CAS

2.4 No. of Guest and Visiting faculty and Temporary faculty

00	00	03
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2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	00	6	11
Presented papers	6	11	--
Resource Persons	00	6	8

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

- Personalized Teaching Programme at B.Ed. Level.
- The institution engages its students in active learning with the help of URL, Different Modules, PLM, Digitalized Material developed by the Teachers.
- Totality of Learning Experiences provided to B.Ed. Student by our Special programme named as “SCHOOL EXPERIENCE”.
- The instructional approaches and learning experiences provided are comprehensive and in keeping with the stated objectives of the programme by providing space in time table as Tutorials, Reasoning Classes etc.

- The practice teaching plans are developed in partnership co-operatively involving the school staff and mentor teachers.
- The student teachers are prepared for managing diverse learning needs of students in schools under core paper a “Project”.
- The institution incorporates new technologies into its programmes and encourages students and faculty to use and adopt technology in teaching-learning.
- Special classes for Central teacher eligibility test and UGC NET.

2.7 Total No. of actual teaching days during this academic year

252

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

- Open Book Examination
- Peer Evaluation
- Self Evaluation
- Multiple Discrimination Type of Questions
- Diversified modes of assessment like Quiz/ Seminars
- Computer Based Testing

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as Member of Board of Study/Faculty/Curriculum Development workshop

	Curriculum Restructuring	Revision	Syllabus Development
Faculty	06	06	06
Board of Study	06	06	06
Curriculum Development workshop	---	---	----

2.10 Average percentage of attendance of students:

80%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division					
		Distinction %	I %	II %	III %	F	Pass %
B.Ed.	135	49	77	9	0		100
M.Ed.	36	7	24	3	0	2	94.44
M.Phil.	14	4	10	0	0		100
Ph.D.	47	14	30	3	0		100

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- IQAC is platform for
 - Planning academic calendar for the year.
 - Reviewing activities.
 - Devising implementation strategies.
- Apart from this Teaching- Learning process gets monitored through feed-back. It is obtained from Students and on this basis detail feedback is provided to each teacher
- Feed back is taken from Alumni and Stakeholders
- Expert Opinion is taken from External examiners at the time of viva.
- Each program is discussed at the forum of staff council.
- Committees are formed for review of program.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	01
UGC – Faculty Improvement Programme	00
HRD programmes	00
Orientation programmes	00
Faculty exchange programme	00
Staff training conducted by the university	02
Staff training conducted by other institutions	00
Summer / Winter schools, Workshops, etc.	04
Others	00

2.14 Details of Administrative and Technical staff

Category	No. of Permanent Employees	No. of Vacant Positions	No. of permanent positions filled during the Year	No. of positions filled temporarily
Administrative Staff	08	Nil	0	03
Technical Staff	03	-	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- 20 + Expert Lectures on research topics.
- Two workshops on Research Methodology & Statistics (Use of SPSS for data analysis)
- 15 days NET Enrichment classes for both NET Examination sessions. (Total 20 students qualified in NET Exam : 3 JRF & 17 NET)
- M.Ed. M.Phil. & Research Students were exposed to various research activities held during training sessions of capacity building programmes

3.2 Details regarding major projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	1	1	1	1
Outlay in Rs. Lakhs	45.5 lakh (SAP DRS phase III)	2.48 lakh(IASE)	1.32 crore (DSA Phase I)	

3.3 Details regarding minor projects: Not Applicable

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.4 Details on research publications

	International	National	Others
Peer Review Journals	02	22	---
Non-Peer Review Journals	00	00	--
e-Journals	00	01	-

Conference proceedings	00	00	--
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3.5 Details on Impact factor of publications: NA

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects (I)IASE (II)SAP DRS Phase III	2009-2014	UGC	45.5 lacs	
Minor Projects	NA	NA	NA	NA
Interdisciplinary Projects	NA	NA	NA	NA
Industry sponsored	NA	NA	NA	NA
Projects sponsored by the University/ College	NA	NA	NA	NA
Students research projects (<i>other than compulsory by the University</i>)	NA	NA	NA	NA
Any other(Specify)	NA	NA	NA	NA
Total	02			

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST DPE DBT Scheme/funds

3.9 For colleges NA Autonomy CPE DBT Star Scheme

Inspire CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	00	00	05	00	00
Sponsoring agencies	---	--	IASE	--	--

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

3.13 No. of collaborations: International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	00
	Granted	00
International	Applied	00
	Granted	00
Commercialised	Applied	00
	Granted	00

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
01	00	01	00	00	00	00

3.18 No. of faculty from the Institution who are Ph. D. Guides
and students registered under them

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

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level National level International level

3.22 No. of students participated in NCC events:

University level State level National level International level

3.23 No. of Awards won in NSS:

University level State level National level International level

3.24 No. of Awards won in NCC:

University level State level National level International level

3.25 No. of Extension activities organized

University forum College forum NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. Poster March for Environmental Awareness
2. Tree Plantation
3. Campus Cleanliness Drive.
4. Health Awareness programmes for adolescents girls, slum areas and rural areas.
5. Environmental Quiz

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	8000 Sq. Mt			

Class rooms	6 (class room)			
Laboratories	6			
Seminar Halls	1			
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	NIL			
Value of the equipment purchased during the year (Rs. in Lakhs)	15,00,000			
Others	NIL			

4.2 Computerization of administration and library

It is being computerized by using the common software TLSS for library database online accessing of e-journals (online 5586 + 8000 e-journals)

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	18,700					
Reference Books	3,600					
e-Books	-					
Journals	27					
e-Journals (online)	5,586					
Digital Database	28					
CD & Video	44					
Others (specify) (Thesis)	845					

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsin g Centres	Computer Centres	Office	Depart -ments	Others
Existing	41	02	25	01	01	02	01	-
Added	-	-	-	-	-	-	-	-
Total	41	02	25	01	01	02	01	-

4.5 Computer, Internet access, training to teachers and students and any other programme for technology Up gradation (Networking, e-Governance etc.)

- B.Ed. Library Science students & research scholars were acquainted with TLSS software for library management
- 3 Faculty members contributed as resource person in 16th refresher course in research methodology & ICT in education organized by ASC, DAVV, Indore.
- 5 days workshop was held in Use of SPSS for data analysis in department for faculties of Maharani Laxmibai Govt. P.G. College, Indore.
- 2 days IASE Workshop on use of ICT in teacher education for DIET teachers.

4.6 Amount spent on maintenance in lakhs :

i) ICT	0.1 lacs
ii) Campus Infrastructure and facilities	NIL
iii) Equipments	0.30 lacs
iv) Others	NIL
Total:	0.40 lacs

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Orientation program for UG & PG students at departmental level at the beginning of sessions.
- Educational films / e- lectures shown to students shown during induction programs.
- Institutional Display Boards used for making students aware of student support services.
- Screening of films on conservation of wild life
- Tutorial classes held every Monday, 10-15 days Enrichment programs for B.Ed./M.Ed. students organised
- Placement cell activities.

5.2 Efforts made by the institution for tracking the progression

- Results analyses were made at the end of sessions & feedback from students were utilized for further action.
- All admitted students in various programs of department are registered under Alumni Association cell & regular interaction are made with students through internet for any updation. They can also be tracked through whats up B.Ed. SOE (IOE) group.
- Through Alumni Meetings

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others (M.Phil.)
151	36	25	14

(b) No. of students outside the state

55

(c) No. of international students

00

Men

No	%
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 Women

No	%
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Last Year						This Year (2013- 14)					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total
115	34	27	53	01	229	114	27	24	61	01	226

Demand ratio:

M. Phil. 1: 2

M. Ed. 1: 2.5

Ph. D. 1: 13

Dropout %:

Total 6% for all programs

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

- Reasoning classes
- CTET classes for B.Ed. students
- NET enrichment classes for M.Ed. & M. Phil. students

No. of students beneficiaries 185

5.5 No. of students qualified in these examinations

NET 21 SET/SLET NA GATE NA CAT NA IAS/IPS etc Not known

State PSC Some cleared preliminary exam UPSC Not known Others CTET - 17

5.6 Details of student counselling and career guidance

- Career Guidance cell has organized two lecture sessions on "Psychological & sociological problems of students. Career guidance options available for students.
- Lectures on stress management
- Sessions for preparation of Resume.
- Sessions for preparation for interviews.

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
5	142	15	95

5.8 Details of gender sensitization programmes

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	2 students availed faculty Quota fee concession	50,000
Financial support from government	Scholarship received by reserved category students (B.Ed., M.Ed., M.Phil.)	10,67,000
Financial support from other	4 JRF National Scholarships	4,00,000

sources	2 Project fellows	2,16,000
Number of students who received International/ National recognitions	NIL	NIL

5.11 Student organised / initiatives

Fairs : State/ University level National level International

Exhibition: State/ University level National level International

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

_____ Nil _____

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

<p>Vision Statement</p> <p>➤ To become a premier institution nationally and internationally for the creation of new knowledge, providing Professional Educators, Educational planners and other functionaries possessing competence, human values, ethical, social and environmental consciousness.</p> <p>Mission Statements</p> <p>➤ To organize professional capacity building programs viz. Seminars/ Workshops/ Symposia/ Conferences/ Talks for various functionaries of education and allied disciplines.</p> <p>➤ To promote inclusive education by adopting proactive strategies to encourage marginalized sections like Differently-able, Tribal, Women, Slow and Swift learners.</p> <p>➤ To undertake research in emerging fields of education and allied disciplines leading to innovations & knowledge based society</p>
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6.2 Does the Institution has a management Information System – Yes

<p>In the Institution also the expenditure records are partially managed through computers. The employee's accounts are electronically maintained. Salaries are electronically transferred to the employees account. The scholarship forms of the students are admitted online only. Sanctions are also intimated through notification on website. The amount of scholarships goes directly into the beneficiaries' accounts.</p> <p>Computerised self developed Student database system, Students result management system & Students feedback system are utilized by the department.</p>
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6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

School of Education has autonomy with respect to the Curriculum designing, transaction and evaluation. The Curriculum of School of Education is distinctive and periodically revised & updated. Curriculum revision and development are preceded by Need Assessment Analysis.

The curriculum has been modified keeping in view the recommendations of NCF, 2005 and NCFTE, 2009 and inputs of eminent expert's inputs are also taken into consideration.

Students' feedback is obtained at the end of each semester on the curriculum - the syllabus, the teaching learning process, and the assessment process so as to continuously monitor each of these curricular components. Curricula of reputed Universities are also consulted before up-gradation and the revision of the existing curriculum.

6.3.2 Teaching and Learning

The curriculum has varied components including theory, practical, projects, on-field experiences and various co-scholastic activities. Electives are offered in courses like Specialization, and Work Experience at B.Ed. level. M.Ed. and M.Phil. students have choice to opt for any two Specializations out of a list of electives offered by School of Education.

School of Education follows Innovative Instructional Strategies, for example, CAI, PLM and use of Multi-Media approach, Case Study method, Field Trips, Direct observation of special children, Self Learning Material and Dramas/ Skits for teaching learning process. Web sources, e-lectures, e-content and reference books are also used to supplement classroom teaching.

6.3.3 Examination and Evaluation

The continuous assessment done by way of conducting test, giving assignments etc. also helps in identifying and communicating the learning difficulties of the students. Each teacher develops own strategy to help students to overcome the learning difficulties. Strategies include remedial program, monitorial system, ability pairing (Adopting- Adopted pair) and tutorial/ mentoring classes. Various innovative practices for evaluation like peer evaluation, open Book examination, assignments, seminar presentations, quiz are used.

6.3.4 Research and Development

Expert lectures, Seminars & Workshops on innovative emerging research areas are organised by the department. Capacity building programmes were organised under IASE & Expert lectures under aegis of UGC- SAP phase III.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Computerisation of library was done last year by using TLSS.
- CCTV camera have installed for monitoring of library activities.
- Accessibility of e- journal in departmental library is ensured for students.

6.3.6 Human Resource Management

- Faculties are motivated to utilize funding of UGC- SAP for research for their professional development.
- Teachers actively participate in National/International Conferences, Seminars organised within & outside institution.
- Apart from this, various responsibilities are also delegated to the faculty members for their professional development.
- Each staff member is provided personal computer with Internet connection.
- They are provided Special Casual Leaves, Study Leaves, Travel Grants and other incentive as per the University rules.

- The Faculty members are playing significant role in managing the activities carried out under projects like SAP DRS Phase III, and IASE sanctioned to School of Education
- Senior faculty members are providing leadership and consultancy to educational institutions by being on the governing bodies of Colleges of Education of DAVV and government & private schools of Indore

6.3.7 Faculty and Staff recruitment

Vacant faculty positions are advertised by University Recruitment process is under progress. Advertisement is brought out in National newspapers. The contractual faculty is appointed on the recommendation of the selection committee constituted as per the directives of the University. Only qualified staff is appointed as contract lecturer. At present three contracts faculty are in position.

6.3.8 Industry Interaction / Collaboration

School of Education has linkages with Apex bodies like, NAAC NCERT, NCTE CASE, SCERT, UGC and MHRD. With their support department faculty is actively engaged in research, training and dissemination activities.

6.3.9 Admission of Students

Admissions are made on the basis of pre decided criteria (as per the regulatory bodies by NCTE, UGC, M.P. State government and that of the institution). For the admission at institutional level, admission committees are constituted. The admission lists, once finalized are uploaded on the Institutional website/Notice Board for dissemination and scrutiny by all the stakeholders & regulatory bodies. The institute adopts reservation policy of the State government.

6.4 Welfare schemes for the welfare measures for the staff and faculty are as per rules of the Devi Ahilya Vishwavidyalaya, Indore. The welfare measures include:

9.28 Lac (Through Capacity building program)

Teaching	<ul style="list-style-type: none"> • Study Leave, Casual Leave, Special casual Leave, Travel grants, Medical leave, Sabbatical leave as per University Ordinance • Ce 21,28,000 (9,28,000 IASE + 2,00, 000 Consultancy + 10,00,000 UGC) Shishu vinar (Day Care Centre), University Quarters etc. • Tuesday Seminars for sharing the knowledge & ideas
Non teaching	<ul style="list-style-type: none"> • Casual Leave, Medical leave, • Centralized facilities like Health Centre, Library, Sports grounds, Shishu Vihar (Day Care Centre), University Quarters etc.
Students	<ul style="list-style-type: none"> • Provision of scholarship for the students of SC/ST/OBC as per M.P. state govt. rules • Facility of Scholarships for minorities • Minority students are given grants as per University rule. • Women students can avail of babysitting services at Day Care Centre run by the University. • The inclusive education cell has been constituted at institutional level to chalk out and Monitor policies of inclusion of students.

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NAAC, NCTE, etc	University IQAC	
Administrative				

6.8 Does the University/Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- Alternative assessment forms relying on multiple data source like peers and self are used. Diverse assessment practices including open book examination, crib sheet tests, multiple discriminate type test are adopted.
- In Microteaching practice, video recorded feedback is provided to the students and students also are encouraged to get self feedback through it.
- Examination result management system (ERMS) is also used for processing the result of School of Education, DAVV, Indore.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- School of Education has autonomy with respect to the curriculum designing, transaction and evaluation. The Curriculum of School of Education is distinctive and periodically revised & updated. Curriculum revision and development are preceded by Need Assessment Analysis.
- For Institutional action plans, Institution has autonomy to allocate the resources both human and financial according to the requirement of the tasks. Allocation is done on the basis of discussion and planning in the staff meetings.
- Institution also has academic autonomy. It has freedom to plan and execute its curriculum as deemed fit in accordance with Ordinance 31. Teachers also enjoy autonomy in respect of teaching and evaluation.

6.11 Activities and support from the Alumni Association

- Alumni are source of motivation/ inspiration for the students; whenever they visit the Institution, interaction sessions with current batches are also arranged.
- The feedback obtained from alumni, helps in sustaining and enhancing quality.
- Assessment by alumni is utilized in obtaining feedback for improving the effectiveness of the programs.

6.12 Activities and support from the Parent – Teacher Association

Feedback on program

6.13 Development programmes for support staff

School of Education has SAP DRS (Phase–III) program of the UGC, New Delhi. Every year Rs. 5.5 lakhs are released for various research and extension activities as well as professional development of the teaching staff. The University also has unassigned grant from the UGC, New Delhi for the staff development. Teachers do use it for attending National/International Conferences. The staff members do make use of different UGC, New Delhi schemes. Apart from this, various responsibilities are also delegated to the faculty members for their professional development.

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

School of Education makes all efforts to have eco-campus. While adding to existing infrastructure every care is taken to procure environmental friendly items. In fact, University has drafted a Green calendar for itself. Specified Environmental activities have been assigned to each School of Study under University's Green policy. Environmental studies are a part of the curriculum of School of Education. Two courses viz; Horticulture Aesthetics and Environmental Education have been prescribed in the syllabus and offered to students. There are three fields in the department. The students along with the teachers and gardener maintain the gardens. The support staff helps in maintaining the building and laboratories. "Tree Plantation" for making the campus green is also organized frequently. Cleanliness drives are also undertaken by School of Education from time to time. Annual energy audits of the School Complex are also carried out. The School of Education has taken a number of environmental initiatives in last five years.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Restoring innovative self- managed B. Ed. (activity) program
- Introduced tutorial for all students
- Introduced CTET classes for all students

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

- School of Education has organised Interdepartmental Environmental quiz-2014 on World Environmental Education Day
- Enrichment Lectures by outside eminent experts are arranged
- Quality enhancement program for NET aspirants
- Alumni Meet
- Computer Skill Development Program for the students of rural areas

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

- 1) Personalized teacher education program (Zero Lecture Program)
- 2) Research and consultancy in SPSS and Extension activities.
- 3) Professional development of DIET faculty.
- 4) Research in emerging areas of Education
(See Annexure- iii)

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

7.4 Contribution to environmental awareness / protection

- Poster March on World Forestry day 24/03/14
- Tree plantation and cleanliness drive
- Environmental Education Quiz

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

School of Education was accredited with 'A' grade by NAAC (second cycle) in 2014

VIII. Plans of institution for next year

Attached

Name _____

Name

Signature of the Coordinator, IQAC
IQAC

Signature of the Chairperson,

_____***_____

Annexure I

Abbreviations:

CAS - Career Advanced Scheme

CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

Annexure.I (2.15)

DETAILED PLAN OF THE INSTITUTION FOR 2014-15:

The plans of the department for the year 2014-15 are:

- Organising professional development activities for the faculty of DIET, CTC, IASE, and SRC

- Mentoring activities for teacher education institutions within the jurisdiction of the University
- Psychological Testing of school, university and college students of rural/slum areas
- Development of B.Ed. and M.Ed. curricula in view of revised NCTE regulation-2014
- Planning for introduction of integrated B.Ed. and M.Ed. program of 3 year duration
- Development of digitalized instructional material of keeping in pace with the current times
- Capacity building programs in different innovative areas of education like ICT, research methodology and use of SPSS, guidance & counselling, value education, emerging pedagogies including models of teaching etc.
- Organization of summer programs for teacher educators
- Inviting national and international experts for delivering lectures on contemporary issues
- Appointment of regular qualified and research oriented faculty
- Capacity building of students specially from marginalised groups, for competing in national level examinations like UGC-CBSE NET, CTET
- Collaborating with NGOs

Aim for 2014-2015 is to be a:

- Centre for advanced research in education
- Centre for development of instructional material
- Role model for other teacher education institutions
- Facilitator of school education

Annexure.II (1.3)

ALUMNI FEEDBACK ON CURRICULUM

An Alumni meet was organized on August 11, 2013. Attended by the Alumni of School of Education teachers and ex-faculties. It was a wonderful occasion to meet and share the experiences with the alumni who graduated and post graduated from the Institute, especially the seniors who graduated during its infancy. One of the objectives of the meet was to take valuable suggestions of the Alumni for the overall improvement in academic and co-scholastic activities in School of Education. Their feedback was taken and analyzed both qualitatively and quantitatively.

ALUMNI FEEDBACK: QUANTITATIVE

Quantitative Feedback Analysis of Alumni of School of Education is as follows:

S.No.	Statement	Percentage of Students' agreeing with the statement
1.	The curriculum of SOEd. is updated according to the current changes in the Society.	84.28%
2.	The teacher Education curriculum is providing real field experience.	85.71%
3.	The syllabus is rich enough to inculcate learning values among student teachers.	84.28%
4.	The syllabus of each course is adequate.	77.14%
5.	The course is easy to understand.	70.00%
6.	The whole syllabus is covered in time.	94.28%
7.	Teacher Educators use different methods of teaching as per requirement of the contents.	82.85%
8.	Departmental assessment practices helped to improve understanding.	85.71%
9.	The teachers provided feedback on the performance.	92.85%
10.	Teaching learning was supplemented beyond classroom tests/activities.	80.00%
11.	The orientation programme helped in understanding the nature of the course.	91.42%

12.	The Project work proved useful in my professional situations.	84.28%
13.	Methods of teaching taught and used during the program were appropriate.	88.57%
14.	The teaching learning situations permitted students' active involvement.	88.57%
15.	The Institution adopted strategies to cater to the diverse needs of students.	78.57%
16.	The teaching learning processes were learner centred.	85.71%
17.	Institution arranged remedial learning for helping slow learners.	75.71%
18.	School Experience is helpful in imparting skills beyond classroom teaching.	90.00%
19.	Enrichment classes for the competitive examinations were very helpful.	78.57%
20.	Extension and outreach activities (Nukkad natak, Visits to Rural/ Slum areas) were helpful in inculcating right values and attitudes.	72.85%
21.	The Institutional provisions/ policies support learning needs of the differently able students.	72.85%
22.	The Institution has adequate infrastructure to support learning.	78.57%
23.	Library of the Institution fulfills the needs of Teaching, Learning and Research.	94.28%
24.	Exposure to ICT practices in curriculum helped in developing skills required for the contemporary teaching learning practices.	85.71%

ALUMNI FEEDBACK: QUALITATIVE

Qualitative Feedback Analysis of Alumni of School of Education is as follows:

1. Curriculum:

In the curriculum aspect alumni were of the opinion that the curriculum of School of Education is according to the new trends and social demands. It frequently gets revised and also gives real field experience to the students. Project, School Experience, Enrichment classes and exposure to ICT practices are the strong points of the curriculum.

However, suggestions were also made by the students related to the Curriculum like:

- More practical activities should be added.
- E-learning should be the part of curriculum.
- Value education should be inculcated in the curriculum.

2. Syllabus:

Regarding the syllabus aspect, alumni agreed that the syllabus of School of Education is easy to understand and it is rich enough to inculcate learning values among student teachers. Whole syllabus is covered in time too.

Suggestions were also made by the students related to the Syllabus like:

- Course Content need be regularly evaluated.
- Course contents are a bit loaded.

3. Teaching learning:

With regard this aspect alumni were in agreement that the teachers of School of Education use different Methods of Teaching according to the need of the content. Students were also of the view that the Institution has adopted various strategies to cater to the diverse needs of both normal students and differently abled students.

Following suggestions were also made by the alumni related to Teaching Learning aspect:

- Teaching learning process should be modified according to the requirement of the schools.
- It should be made more enjoyable than the regular hectic schedule.
- Modern and advanced methods of teaching should be more frequently used.

4. Evaluation:

Alumni were of the view that the evaluation part of School of Education is very strong. It is objective and also helps to improve understanding.

Suggestions made by the students related to the Evaluation were:

- Evaluation process should encompass co-scholastic components also.
- Thinking skills should be developed through evaluation.
- More projects and assignments started form part of curriculum instead of theory.
- It should be more encouraging and motivating.

5. Co-curricular activities:

Alumni were of the opinion that the Co-curricular activities in School of Education support learning. These help in inculcating right values and attitudes among students.

Suggestions made by the alumni related to co-curricular activities were:

- Co-curricular activities should be designed on the basis of individual difference.
- Co-curricular activities should be increased.
- It should also include celebration of birthdays of faculty and student, celebration of important National days, visit to schools, organization of exhibitions, excursions, indoor and outdoor games and interaction with ex-students. This will help in overall development of the students.

6. Infrastructure:

In this aspect, alumni were of the view that the Infrastructure of School of Education is adequate. It has very enriched library and ICT enabled classrooms.

In addition to it following should also be done:

- All Ph.D theses should be made available in the library
- Placement cell, Departmental canteen, and Xerox machine should be there.

7. Any other suggestions for improvement:

Apart from above alumni suggested that:

- Information of Seminars and Workshops should be made available one month prior to the event and while planning Seminars and Workshops academic calendar of the University should be followed, so that working alumni could also take benefit of these events.
- B.Ed. should be of two year.

FEEDBACK ON PRACTICE TEACHING BY STAFF OF PRACTICE TEACHING SCHOOLS

Practice Teaching Academic Year 2013-14 is important aspect of Teacher education program. It is a laboratory for teacher trainees. Feedback on these aspects will help trainees as well as School of Education to further modify or improve this aspect, keeping this in mind a feedback scale was prepared and administered to 30 teachers from ten different practicing schools. The scale comprised of 15 statements on different aspects of practice teaching presented below:

- 1 Rescheduling of work load during practice teaching helps school teachers in performing other responsibilities.
- 2 Using of different methods/ models of teaching by student teachers make teaching learning process interesting.
- 3 Practice teaching creates disturbance in routine working of school.
- 4 Adjusting student teachers in time table according to their teaching methods is very difficult.
- 5 Well prepared and supervised lesson plan helps in making teaching effective.
- 6 School students love to learn from student teachers.
- 7 Practice teaching of student teachers helps in completing syllabus in stipulated time.
- 8 Student teachers use learner centered teaching methods.
- 9 Active participation encouraged by student teachers helps students in all round development of school students.
- 10 Teaching aids used by student teachers are up to the mark.
- 11 Preparing and using teaching aids by student teachers is wastage of time.
- 12 Students of school do not take student teachers seriously.
- 13 School teachers like to help student teachers whenever required.
- 14 Linkage of colleges of education with schools helps school in updating methodology of practice teaching.
- 15 Practice teaching lessons/ days should be increased.

Most of the teachers opined that practice teaching Academic Year 2013-14s help them in rescheduling work load for performing other responsibilities. Student teachers use different methods and models of teaching which makes teaching learning process interesting. Well

prepared lesson plans also make teaching effective. School students appreciate student teachers. As regular school teachers are busy in doing other assigned work apart from teaching, the lessons taught by student teachers during practice teaching Academic Year 2013-14 helps them to complete syllabus within stipulated time. The teaching methods used by student teachers are student centered. Encouragement to active participation by student teachers helps in all round development of students. Teaching aids used by student teachers are also appreciated by school teachers. Linkage of training colleges and school helps in updating methods of teaching used in schools.

One of the statements was practice teaching lessons /days should be increased. The teachers of schools are not very sure about this. They also think that preparing teaching aids is wastage of time. Fifty percent teachers are of the opinion that practice teaching creates disturbance in routine working of the school.

Though there are some negative points, overall the feedback reflects that the practice teaching helps the schools as well as students teachers for better performance.

BEST PRACTICES OF THE DEPARTMENT:

Best Practice: One

1. **Title of the Practice:** Innovative Personalized teacher education program of Zero Lecture (B.Ed Activity)

2. **Objectives of the Practice**

Teaching is not sine qua non of learning. It is neither necessary nor sufficient condition for learning. Prevalent teaching assigns a very active role and central place to the teacher. A teacher consults the library, selects the relevant material, plans teaching, executes plans and assesses the outcome. Students happen to be the listeners, receptors, performers of directed assignments and activities, obeying the commands, getting tested at the time and in the manner decided by the teacher. Consequently, the virtues of true education such as initiative, responsibility, dynamism, confidence, creativity, capacity to ride on adverse circumstances, team work and leadership have limited scope to be developed amongst students. Hence, a teacher education program was mooted with intension to achieve these desired goals.

3. **The Context**

The purpose was to conceptualize a system of teacher education wherein the learners are active, responsible for their own learning and the teachers happen to occupy the backstage lending support, acting as friend & philosopher, motivating and offering subtle guidance to the learner endeavors. Challenge was to bring students out of their comfort zone (because of being accustomed to receiving instructions from teachers throughout) and volunteer themselves for joining the learner oriented B.Ed activity program having near zero lectures from the teachers. Another challenge was to convince the peers about the viability and veracity of the program.

4. **The Practice**

It is a zero lecture program, running since 1992; the members of the group manage their own learning. Salient features of the program are:

- (i) It is the institution within the institute i.e. has freedom to manage its own affairs.

- (ii) Taking up a course, entrusting units to groups.
- (iii) Self study, identifying and consulting learning resources
- (iv) Planning modes and activities for peer teaching (seminar, drama, quiz, panel discussion, exhibition, field visit)
- (v) Performing peer teaching
- (vi) Group discussion and teacher intervention
- (vii) Diversified modes of assessing learning (seminar, drama, quiz, panel discussion, exhibition, field visit)

Teacher's role is to form groups, helping in locating learning resources, suggesting activities, clearing concepts through one to one discussion, giving inputs at post presentation discussion stage, designing suitable testing procedures, encouraging the less confident and helping to overcome the stage fear of the students.

5. Evidence of Success

The success of the program can be gauged by the fact that B.Ed. activity pass outs are occupying key positions in school education. One of the alumni of the program is holding the office of the Principal of Modern School, New Delhi; about half of the principals of Sahodaya schools of Indore happen to be the beneficiaries of B.Ed. activity program. The students of B.Ed. activity are confident, resourceful, creative and dynamic. The experts visiting SOEd appreciate the innovative program; the students have a positive reaction towards it, too.

6. Problems Encountered and Resources Required

This is essentially a small group project. Sometimes a large number of students opt for the program creating problem of plenty. Regular faculty vacancies also stalled the program for a couple of Academic Year 2013-14s as it became difficult to spare two faculty members for it. Augmentation of the faculty strength by contract faculty appointments made it possible to rejuvenate it from the current Academic Year 2013-14.

7. Notes

Other universities took a leaf out of B.Ed activity program of Indore and implemented it at their institutions, adding sometimes their own inputs. Department of Education, Lucknow University, Banasthali Vidyapeeth, Rajasthan, District Institute of Education and Training (DIET), Daryaganj, Delhi and District Institute of Education and Training (DIET), Indore, are some of those who were moved by this novel idea.

Best Practice: Two

1. Title of the Practice:- Research in emerging areas of Education

2. Objectives of the Practice:-

The objective of the practice is to theorize about upcoming areas in education, evolve research based applications and provide scientifically reached solutions to the institutional problems. Recent advancement in technology, especially ICT has brought sweeping changes in every sphere of life, including education. The traditional concept of face to face education relying primarily on teacher and the textbooks has undergone a revolutionary change in view of advent in ICT like blogging, face book, twitter and web sources such as Khan Academy, Coursera and You tube. Computer technology has had profound influence on teaching methods, assessment procedures, management practices and teaching learning resources. Research need to be done not only to assess the impact of emerging technology for the attainment of the various educational objectives but also within the broad purview of national goals of democracy, equity, justice, inclusiveness, dignity of individual and social and moral fabric of the society.

3. The Context

School of Education is the premier institution of central India possessing qualified and academically vibrant faculty devoted to teaching, research, training and extension. It has been nationally recognized for the contributions in the field of education as an 'A' Grade Department by NAAC, a Department of research support, SAP (DRS-III), by the UGC. Recently, MHRD New Delhi has chosen it for Upgradation to Institute of Advanced studies in education (IASE). The opportunities and challenges before the School of Education are to become a repository of research based knowledge, innovations and a resource center for sister Teacher Education Institutes.

4. The Practice

School of Education faculty is committed to quality research in education. Publication of about 100 research papers and 23 books, and award of 32 PhDs in the last five years are a testimony to its research potential. The School of Education enjoys the rich pool of prospective researches as its students qualify at the rate of 2 JRF and 10 NET every year. The School of Education has contributed to original research in areas such as alternative assessment (Open book examination, peer and self assessment, student evaluation of faculty, crib sheet examination, computer based diagnostic test, Multiple Discriminant type test, computer based examination result management), Development of teaching learning material (Module, PLM, CAI, Video Instructional material, digital lectures), Teaching methods and model of teaching, guidance and counseling, inclusive and environmental education. School of Education enjoys good research infrastructure in the form of a rich library and number of well equipped laboratories including ET, psychology and Guidance, computer and ICT.

5. Evidence of Success

The indicators of success of research practice in school of education are: Status of DRS-III by UGC, IASE by MHRD, publication of 20 research papers and four books per year, yearly 6 Ph.D. awards, yearly yield of 2 JRF and 10 NET; production of teaching learning in print and digital mode, participation of faculty in the form of resource person in refresher courses/summer schools, seminars and workshops in emerging research areas, innovations leading to enriched curriculum and teaching learning & evaluative practices.

6. Problems Encountered and Resources Required

Need of adequate space for accommodating existing and proposed instructional Infrastructure.

7. Notes

The faculty members of School of Education offer consultancy in thrust areas of research. Seminars/Workshops on Statistical Analysis using SPSS, Research Writing, Micro teaching & Models of teaching, Guidance and Counseling, Curriculum

Development, Educational Evaluation, Environmental Education and Inclusive Education.