

**SELF-APPRAISAL REPORT
FOR
RE-ACCREDITATION
2013**

SCHOOL OF EDUCATION
(Accredited with 'A' Grade by NAAC)
[INSTITUTE OF ADVANCED STUDIES IN EDUCATION]
DEVI AHILYA VISHWAVIDYALAYA
INDORE, MADHYA PRADESH

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EXECUTIVE SUMMARY

ABOUT SCHOOL OF EDUCATION (IASE)

Established in 1964, School of Education (SOEd) is the oldest university department of Devi Ahilya Vishwavidyalaya, Indore. School of Education has taken long strides since then and has come to occupy a key position among Teacher Education Institutions of the country. As the pioneering Institute, it has helped the University in creating many departments viz. School of Adult & continuing Education, Department of Life Long Learning, Academic Staff College, Electronic Media Research Centre, School of Future Studies, and School of Comparative Languages and Culture. School of Education offers two semesters B.Ed., M.Ed. and M.Phil. programs apart from Ph.D. course work in education and allied disciplines. Out of 20 sanctioned faculty positions, the institution has sixteen qualified and competent faculty devoted to the pursuit of teaching, research and extension.

SOEd is widely acclaimed for its innovations and stupendous research in various areas of education. Many of Ex-faculties/Alumni and the present faculties of the School of Education have not only headed/heading prestigious Departments of Education and Teacher Education but also have made significant contributions in apex national bodies like NCTE, UGC, NCERT, NUEPA, IGNOU etc. Its faculties have been bestowed with many prestigious awards and honors. Recently Prof H.R. Pal has been felicitated by the President of India on 14 September 2013 with National Rajiv Gandhi Gyan Vigyan Molik Pustak Lakhan Puraskar for 2011-12. Earlier in 2010 also, he received Dr Shankar Dayal Sharma Creation Honor. In recognition to its potential, the School of Education has been conferred the title of Centre of Excellence by the State Government in 1988, and Department of Research Support (DRS) by UGC in 1999. Department is recognized at National and International levels and has been accredited by National Assessment and Accreditation Council (NAAC) with 'A' grade since September 16, 2008. Currently, School of Education is implementing SAP (DRS-Phase III) of UGC. It has been upgraded to Institute of Advanced Studies in Education (IASE) in December 2012, by MHRD.

CRITERION-I: CURRICULAR ASPECTS

The vision of School of Education is 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. It aims to provide quality pre-service and in-service teacher education at different levels of education, undertake action research and applied research in emerging areas of education, professional development activities by organizing seminars, workshops and conferences, develop innovative teaching-learning practices &

materials, and carryout extension services.

School of Education has autonomy of managing its own affairs including curriculum designing and examination. The curriculum, most recently, has been modified in 2012 keeping in view the recommendations of National Curriculum Framework, 2005 and National Curriculum Framework for Teacher Education (NCFTE), 2009. The Process of developing curriculum is based on the need assessment involving the faculty, external experts, the alumni, the students and all other stakeholders. Curricula of prominent Universities are also consulted before upgradation and the revision of the existing curriculum. The curriculum of School of Education is quite comprehensive and reflective of the national and international trends in the discipline of education. The institute follows teacher-based Grade credit semester system for all its programs. Students are allowed flexibility in terms of tenure of the programs and number of attempts to pass it.

All the academic programs of SOEd are modular, a combination of core and electives giving ample opportunities for knowledge generation, skill development and are reflective of prevailing technological/ environmental/ social/ cultural/ ethical concerns. The inclusion of Information & Communication Technology (ICT) course is reflective of the global knowledge network and in accordance with the National Mission on Education through Information & Communication Technology.

The institution attempts to provide varied experiences to the student so that teaching becomes a reflective practice. Apart from teaching learning activities, the components of curriculum include interaction of students and faculty with experts, seminars and workshops; research and innovations, socially relevant extension programs; student projects and dissertations. The Institution has flexibility in its schedules and academic plans with ample opportunities for accommodating innovations and need based activities both within campus and on field. The institution adopts some best practices regarding curricular aspects. SoEd runs a unique and innovative Personalized Teacher Education/B.Ed. (Activity) program utilizing the initiative of the learner.

Use of technology mediated learner-centered teaching strategies, digitalized lectures/modules/computer based test/CAI/SPSS, school experience, project, practice teaching/internship make teaching-learning experiential. Information and communication technology is widely used in assessments, admissions, and governance. Further, using feedback from stake holders, continuous monitoring of the processes and outcomes of the programs; ensuring transparency and accountability are some of the unique quality enhancing practices of School of Education.

CRITERION II: TEACHING LEARNING AND EVALUATION

Admissions to all programs are made on the basis of pre decided criteria (as per the regulatory bodies: NCTE, UGC, M.P. Government & University). Advertisement notifications for the available programs are made through print and electronic media containing information about eligibility criteria, numbers of seats, mode of admission, course structure, fee structure, and the facilities available. The criteria for admission to different academic programs include Merit in the qualifying examination and Merit in the Entrance test conducted by the department. The reservation policies of State Government are strictly followed in admission process.

Academic session commences with an induction program of 3-5 days for the newly admitted students. Multi pronged strategies are adopted to cater to the diverse needs of the learner viz. power point presentation, ICT blended teaching, group discussion, class work, take home assignments, program learning & modules, exhibitions, role play, field activities, open learning resources including web sources and e- lectures available in a particular course. In view of student diversity, all the classes are bilingual.

Some of the innovative approaches used by School of Education for effective learning are Personalized Teacher Education/ B.Ed. Activity/Zero Lecture Program, School experience program, Psychology Practical, Communication, Microteaching and Model of Teaching, Project, Qualitative research methodology, and data analysis using SPSS.

Practice teaching program includes lessons in simulations as well as in schools. Pre-practice teaching days are 48 and practice teaching days are 21. The practice teaching is done en-block in schools in the second semester. The ratio of student teacher to practicing school on an average is 15:1. The planning for practice teaching is participatory involving the School Teachers, Mentor Teacher and the Method Master. Content selection and various activities are planned in consultation with them. The supervising teacher observes the teaching and gives feedback along with Peers, Self, Video-enabled and School teachers.

The examination system for all the programs is continuous & comprehensive, teacher-based, grade-credit and open with feedback as provided in the ordinance 31 of the University. Minimum three tests/assignment/surprise test/quiz /seminar etc are to be taken in each course out of these only best two are considered. The ratio of formative tests to the summative, end semester examination is forty-sixty. After marking the answer sheets have to be shown to 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.

There is a provision of revaluation for students failing in a course. In each semester there is a Comprehensive viva-voce. The board of viva is comprised of

one external examiner appointed by the Vice-Chancellor and one or two faculty members of School of Education. The board of comprehensive viva voce gives its report on the standard of the courses, teaching learning, assessment and the laboratory experiments directly to the vice chancellor. This board also reviews the revaluation cases.

Various innovative evaluation practices are used such as online testing software for Research Methodology and Statistics, alternative assessment forms using multiple data sources like peer and self, open book examination, crib sheet tests, multiple discriminant type tests. In Microteaching and practice teaching, video recorded feedback too, is provided to the students. Examination Result Management System (ERMS) is also used for processing the result of School of Education.

CRITERION III - RESEARCH, CONSULTANCY AND EXTENSION

The Institution promotes research culture among faculty members and students by actively engaging in research and related activities, providing resources and other facilities. The School of Education is carrying out UGC Department of Research Support, SAP-DRS (PHASE-III) program since 2009. Recently, it has also been allocated an amount of rupees 248 lacs for research and training under the scheme of up gradation of the department into Institute of Advanced Studies in Education (IASE) by MHRD. The SOEd also enjoys 'A' Grade by NAAC for its quality oriented research, teaching learning and extension activities. The SOEd has compiled abstracts of researches done from 1993-2006 and placed these in the form of Sixth Survey of Research in Education on its website: <http://eduresearch.dauniv.ac.in/> for the benefit of research community.

The faculty members of SOEd are actively engaged in guiding research and are extensively publishing their papers/articles in peer reviewed journals and books brought out by national publishers of repute. The faculty and the students have published around 105 research papers including 4 psychological tools and 23 books/ chapters in books in the last five years in the emerging areas of research like ICT in education, educational evaluation, educational technology, guidance and counseling, inclusive education etc. Besides, the faculty of school of Education has developed teaching learning resources in the form of modules, computer based instruction, test materials, video lectures, digitalized lectures, web based exercises and power point based learning materials. At present there are nine recognized guides working in the department. The institute has produced 32 Ph.Ds during last five years, which speaks volumes of its rich research culture.

The School of Education has generated revenue of Rs 2 lacs by offering consultancy in diverse areas of expertise including statistical analysis using SPSS,

micro-teaching and models of teaching, educational evaluation, educational technology, guidance and counseling, and inclusive education. It has organized 13 National and State level Seminars /workshops on the thrust areas of research. Faculties are motivated and given financial support for attending and presenting papers in National and International Seminars, Conferences and Workshops. The total number of Seminars/workshops attended/paper presented by the faculty during last five year is over 200. Apart from this, action research is also encouraged and the results are used to make research based academic and administrative decisions.

The SOEd has one mobile computer laboratory under the UGC-SAP project which is used to impart computer skills among rural and slum area children. The institute has been conducting regular extension activities for the community through street plays, skits, poster competitions, carrying rallies/marches, awareness lectures by experts focused on contemporary environmental and social issues of utmost significance like female feticide, gender bias, polythene hazard, deforestation, global warming, breast cancer and illiteracy.

The SOEd enjoys linkages with local institutions like public and government schools/teacher education colleges to build a forum for support and discussions on the problems of education. The faculty members are also associated with national bodies like NAAC, NCTE, NCERT, UGC, MHRD, IGNOU, central and state Universities in various capacities leading to the professional enrichment of the faculty and quality enhancement in the academic programs conducted by SOEd.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES:

The institution has adequate facilities in terms of physical infrastructure and learning resources to run all its academic programs effectively. School of Education is in possession of its own land, built up area and physical infrastructure as per NCTE norms. SOEd has a pool of qualified and competent faculty devoted to the pursuit of teaching, research and extension. Out of 20 sanctioned faculty positions 13 regular and 3 contractual appointments have been made.

The instructional infrastructure includes Educational Technology Laboratory, Psychology Laboratory, Guidance & Counseling Laboratory, Computer Laboratory, ICT laboratory, Different subject Laboratories (Biology, Chemistry, Physics, Mathematics, and Geography) and Work Experience Laboratories. The institution has adequate laboratory furniture, 12 KV Generator and also owns RTV van. Besides these, it keeps on purchasing new reading material, laboratory equipments and psychological tools for different laboratories and other infrastructure to keep pace with changing world and technology from the funds made available by UGC, MHRD, University and other funding

agencies. SOEd organizes computer literacy program in the slum and rural areas where Internet facility is not available. The mobile computer laboratory installed in the RTV van, Uninterrupted Power Supplier (UPS) and the Reliance NET Setter purchased under UGC-SAP (DRS phase-III) are used to impart computer and internet skills to rural and slum area children.

The University too, has created many common facilities shared by all the departments like auditorium and conference halls for co-curricular activities; playgrounds, gymnasium hall, yoga Centre for games and sports; separate hostel facility for lodging male and female students; Indian Coffee House (ICH), health centre, post office, day care centre, guest houses and ICT Centre services. On the other hand, part of the building of School of Education is also shared by School of Social Science, Department of lifelong learning and for running some of the programs of Academic Staff College.

The library has adequate holdings in terms of books, journals and other open learning resources to enable students to acquire information, knowledge and skills required for their study. The library of SOEd has around 20,000 books with 600 titles, 73 Encyclopedias, 6 Educational Surveys, 30 Dictionaries, 27 journals, 767 Dissertations (M.Ed. & M.Phil.) and 78 Ph.D. theses, 10 Educational videos, 34 CD-ROM, 28 Video Graphed Lectures for the benefit of the faculty, research scholars and students. Students of SOEd can also avail of Central Library Facilities of the University which has subscribed to over 5586 online journals and 8000 e-journals. SOEd library is under automation with the help of common software, SOUL.

These physical and instructional infrastructure facilities of SOEd are optimally utilized by the faculties, research scholars and students of B.Ed., M.Ed. and M.Phil. Classes in organizing different teaching learning, research, extension and outreach activities needed to effectively transact the institutional curriculum.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The School of Education provides all support to students for their holistic development, progression to higher studies and employment. In order to ensure students' preparedness the SOEd organizes induction and orientation sessions for all programs in both the semesters.

Nearly all students joining School of Education complete the programs. The pass percentage is about ninety nine. Majority of students get placed in first division. Around ten percent dropout is there due to illness or other personal reasons beyond control. Remedial classes for low achievers, provision of supplementary material, mentoring classes, guidance & counseling services to differently-abled students are some mechanisms to minimize the stagnation and the dropout rate. Capacity building programs are executed for NET aspirants

during semester break and summer vacations. Advanced learners are provided enriched exercises and opportunities of peer tutoring to slow Learners. During last five years 56 students (9 JRF & 47 NET) of SOEd were able to qualify UGC-NET Examination. Almost seventy to eighty percent of M.Ed. students after passing get jobs in Colleges of Education or opt for M. Phil. / Ph.D. programme.

Placement cell of SOEd is functioning since 2011-12. The job-advertisements are regularly displayed on the institutional Notice Board. College magazine cum placement brochure “Invictus” was published in 2012 to provide relevant students’ information to the prospective employers. Students also avail guidance services offered by University’s placement cell. An estimated 70% of General category B.Ed. students get placed in private schools or government Departments. From the reserved category, 30 to 40% students are able to be gainfully employed in schools while another 30% go for a higher degree.

All stakeholders can access information regarding School of education through its home page on the university website which contains all information related to courses run by department, Institutional facilities and information regarding activities of department. There is Departmental level Grievance Redressal committee, Anti Ragging committee & Women Grievance cell to register and redress grievances of stakeholders. Though Student’s Union doesn’t exist, students’ voice does not go unheard as there are student representatives in Board of Studies in Education and the Institutional Quality Assurance cell.

The Alumni Association of the institution was established in 2008-09. The Alumni are invited in alumni meets & and feedbacks are obtained for revision of the curriculum. Eminent Alumni are invited as resource person in seminars, workshops, and Refresher courses conducted by SOEd. Alumni can also access the library and web materials of SOEd.

The institution encourages students to participate in extracurricular activities like Annual day function, Anand mela, cultural programs, extension activities and “Beyond Classroom” lectures. Institution encourages students to publish College Magazine, prepare posters, banners and charts. M.Ed. and M.Phil students also prepare Educational films; publish teaching-learning materials and psychological tools. Students do participate in inter-departmental sports activities organized by the University.

The best practices of SOEd are: Remedial and mentoring programs, capacity building program for UGC-NET aspirants, extension/ outreach and co-curricular activities for holistic development of students.

CRITERION VI: GOVERNANCE AND LEADERSHIP

The School of Education functions with a well formulated vision and

mission statements for quality teacher education which is adequately reflected in institutional goals and objectives, programs and activities.

SOEd has a well established organizational structure and governance system for planning, implementing, monitoring and evaluating the academic programs of the institution. Governance of the institution is collective, transparent, decentralized, participatory, and autonomous. Authority is delegated to the various committees & functionaries. The authority of School of Education is decentralized. Decisions are made collectively through committees and cells (for e.g. IQAC Committee, RTI Committee, Admission Committee, Departmental Research Committee, Anti-ragging Committee, Disciplinary Committee, Alumni Cell, Women Harassment cell, Grievance Redressal cell and Placement cell) constituted for undertaking various academic and administrative tasks. Regular faculty meetings are arranged at the rate of one meeting per month. In the beginning of the session annual calendar of curricular, co-curricular & outreach activities are chalked out. Special faculty meetings are also called in view of specific events. All the important decisions are taken in the staff meeting and disseminated through notice board, circulars and by uploading on websites. The institute gets sufficient human and financial resources from the university and the national funding agencies like MHRD and UGC. University sanctions an imprest amount under heads limit of Rs. 25,000/-for carrying out day to day expenses. Bigger planned expenditures are made as per the financial advisory of the university. SOEd sends reports of Administrative, Academic, Co-Curricular activities and Appraisal report of the teachers to the University along with IQAC reports, report of Anti- ragging committee, Annual report etc., so that the management reviews the activities of the institution.

Capacity building courses, invited talks/ lectures and facilities like study leave, travel grants, special casual leave etc. are provided to the staff for helping in their career progression. Performance of the faculty is assessed using a combination of self assessment inventory, UGC (PBAS-API), and evaluation by the competent authority. Performance of the non teaching staff is also assessed using self assessment inventory and evaluation by the competent authority. The teachers and the staff are also assessed by the students and the results are made available to the staff members.

CRITERION VII: INNOVATIVE PRACTICES

School of Education has a functioning IQAC cell since 2008-09. Annual plan for quality sustenance and quality enhancement are prepared by the Institution. Different committees are constituted for implementation of seminars, workshops and outreach activities planned and organized for quality sustenance under IQAC. The annual progress reports are regularly submitted to NAAC and other funding agencies like UGC and MHRD.

Meetings are held with various stakeholders to get their feedback on programs and activities. Experts coming to the Department in various capacities audit the functioning of the Department. Feedback on the curriculum and faculty from students, success in various competitive examinations such as UGC-NET, students' placements, research and innovations are indicators of the attainment of Institutional goals and objectives.

Quality of the academic programs of School of Education is ensured by adopting various measures like filling up vacant posts, augmenting instructional infrastructure facilities, regular updation of curriculum, using ICT blended & participatory teaching learning approaches, supporting research initiatives, organizing seminars/ workshops and symposia for the professional development of the faculty and students. Apart from these, outreach activities, cultural programs, environmental campaigns and field visits are carried out for inculcating moral values, right attitude and life skills among students.

Governance of the institution is collective, transparent, decentralized, participatory, and autonomous. Authority is delegated to the various committees & functionaries. Financial decisions are taken as per prevailing norms of the university, the state government directives and the guidelines issued by the funding agencies.

Students are taught foundation courses in psychology and sociology of education for learning about exceptionalities and inclusion. They also attend lectures by specialists, confer in seminars and symposia, visit special institutions, and undertake projects and dissertations on the differently-abled children thereby gaining an insight into the problems of their inclusion. School of Education being female dominated department faces no problem in responding to gender sensitive issues. A Women Grievance Redressal cell has been constituted at the institutional level but no grievance has been reported to the cell.

The core values of NAAC are reflected in the institutional policies, objectives, academic programs and activities. Global competencies and National Development are the focus of all quality sustenance programs and activities of School of Education like Teaching-learning, research and training, innovative practices, expert lectures/ seminars and workshops for professional development of the functionaries. Value orientation of students is ensured by organizing extension/ outreach/ green calendar activities, adopting inclusive practices, employing democratic, participatory and transparent management practices responsive to the needs of the stakeholders. Technology is promoted by offering ICT as a core course in curriculum, adopting ICT blended teaching learning and examination strategies, encouraging data analysis using computer packages and using institutional website for administrative and management purposes. Quest for excellence is governed by explicating the vision and mission of the institute,

setting benchmarks for institutional performance, regular auditing of the performance against stated goals and targets and, identifying and using the best practices of the institution.

**SELF-APPRAISAL REPORT
PART I: INSTITUTIONAL DATA**

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution: School of Education (IASE)
DAVV, Takshshila Campus,
Khandwa Road, Bhanwarkuan
Indore, MP. 452 001
2. Website URL: www.edu.dauniv.ac.in

3. For Communication:
Office

Name	Telephone Number with STD Code	E-Mail Address
Prof S. K. Tyagi Head,	0731-2466685	sktyagi.sk@gmail.com
Prof. Archana Dubey Self-Appraisal Coordinator	0731-2466685, 0731-2472991	dubeyarchana27@yahoo.in

Residence

Name	Telephone Number	Mobile Number
Head	0731-2446231	9179753037
Self - appraisal Co-ordinator	9826048986	9826048986

4. Location of the Institution:

Urban	<input checked="" type="checkbox"/>	Semi-Urban	<input type="checkbox"/>	Rural	<input type="checkbox"/>	Tribal	<input type="checkbox"/>
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5. Campus area in acres:

8000 q. Mt

6. Is it a recognized minority institution?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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7. Date of establishment of the institution:

Month	Year
May	1964

8. University/Board to which the institution is affiliated:

Devi Ahilya Vishwavidyalaya, Indore

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

	Month	Year
2f	May	1964
12B	May	1964

10. Type of Institution

a. By funding		√
	Government	
	Grant-in-aid	
	Constituent	
	Self-Financed	
	Any other	
b. By Gender	Only for Men	
	Only for Women	
	Co-Education	√
c. By Nature	University Dept.	√
	IASE	√
	Autonomous College	
	Affiliated College	
	Constituent College	
	Dept. of Education of Composite College	
	CTE	
	Any Other	

11. Does the University / State Education Act have provision for autonomy?

Yes	√	No	
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If yes, has the institution applied for autonomy?

Yes		NA	√	No	
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12. Details of Teacher Education programmes offered by the institution:

S. No	Level	Program Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Graduate	B.Ed	Graduation with 50 % marks	Degree	1 Year	English/Hindi
ii)	Post Graduate	M.Ed	B.Ed with 55% marks	Degree	1 Year	English/Hindi
		M.Phil. (Education)	55% marks in M.Ed. or M.A. (Edu) with B.Ed.	Degree	1 year	English/Hindi
iii)	Research Degree	Ph.D (Education)	55 % marks in M.Ed/ M.Phil/ M.A (Edu) with B.Ed	Degree	2-4 Years	English/Hindi

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Program	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed	No.WRC/7-4/97/534 dated 5 February 1998	Permanent	155
Post Graduate	M.Ed	No./WRC/5-6/2k/11432 dated 14 Dec.2000	-do-	35
Other (specify)	M.Phil. Ph.D	NA	NA	16 08 each guide

(B) CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

2. (a) Does the institution offer self-financed programme(s)?

Yes		No	√
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If yes,

a.	How many program?	NA
b.	Fee charged per programme	NA

3. Are there program with semester system

Yes	√
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4. Is the institution representing/ participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	√
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If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority?

0

5. Number of methods/elective options (programme wise)

B.Ed.	21 [508 Specialization -04, 509 Method I- 06, 511 Work Experience - 06, 517 Method II-05]
M.Ed.	06 [Two have to be taken as Elective I & Elective II]
M.Phil. (Education)	03 [option I & II]

6. Are there Programmes offered in modular form

Yes	√	No	
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Number	04
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	
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Number	04
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8. Are there Programmes with faculty exchange/ visiting faculty

Yes		No	√
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Number	NA
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

Heads of practice teaching schools	Yes	√	No	
Academic peers	Yes	√	No	
Alumni	Yes	√	No	
Students	Yes	√	No	
Employers	Yes	√	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

One Academic Year

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes	√	No	
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Number	01
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	
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Number	03
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	√	No	
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	√	No	
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Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a.	Through an entrance test developed by the institution	√
b.	Common entrance test conducted by the University/Government	
c.	Through an interview	√
d.	Entrance test and interview	√
e.	Merit at the qualifying examination	√
f.	Any other (specify and indicate)	

2. Furnish the following information (for the previous academic year):

a.	Date of start of the academic year	July 1, 2012
b.	Date of last admission	July 18, 2012
c.	Date of closing of the academic year	May 15, 2013
d.	Total teaching days	224
e.	Total working days	224

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	38	113	151	26	60	86	12	53	65
M.Ed. (Full Time)	06	25	31	03	07	10	03	18	21
MPhil.	9	2	11	00	01	01	09	01	10
Ph.D	16	31	47	06	10	16	10	21	31

4. Are there any overseas students?

Yes		No	√
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If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a.	Unit cost excluding salary component	Rs. 15909/-
b.	Unit cost including salary component	Rs. 43420/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Program	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	-	50	-	47
M.Ed	84.5	70.85	73.20	63.3
M.Phil	-	53*	40*	40*
Ph.D (Course Work) [48**	40**	43**	40**

* indicate highest and lowest marks in M.Phil. Entrance Test

** indicate highest and lowest marks in Doctoral Entrance Test

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes	√	No	
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8. Does the institution develop its academic calendar?

Yes	√	No	
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9. Time allotted (in percentage)

Program	Theory	Practicum
B.Ed.	43	57*
M.Ed.	45	55**
M.Phil	60	40**
Ph.D	10#	90**

*Practicum includes Practice Teaching, School Experience, Work Experience, Project, Micro-teaching /Simulations lessons, Computer Practicals, ET Practicals and Psychology Practicals

**Practicum includes Dissertation work (and Psychology Practicals in case of M.Ed.)

approximate weightage given to Ph.D. course work

10. Pre-practice teaching at the institution

a.	Number of pre-practice teaching days	48
b.	Minimum number of pre-Practice teaching lessons given by each student	27

11. Practice Teaching at School

a.	Number of schools identified for practice Teaching	15
b.	Total number of practice teaching days	21
c.	Minimum number of practice teaching lessons given by each student	21

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	27	No. of Lessons Pre-practice teaching	21
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	√	No	
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14. Does the institution provide for continuous evaluation?

Yes	√	No	
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15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	87%	13 % (Comprehensive Viva)
M.Ed.	67 %	33% (Dissertation and Comprehensive Viva)
M.Phil	67 %	33% (Dissertation and Comprehensive Viva)
Ph.D course work	73 %	27% (Comprehensive Viva)

16. Examinations

a.	Number of sessional tests held for each paper	02
b.	Number of assignments for each paper	01

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	SPSS	

18. Are there courses with ICT enabled teaching-learning process?

Yes	√	No	
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Number	04
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19. Does the institution offer computer science as a subject?

Yes	√	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory	√	Optional	
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Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	09	Percentage	82
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2. Does the Institution have ongoing research projects?

Yes		No	√
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
NA	NA	NA	NA

3. Number of completed research projects during last three years.

No

4. How does the institution motivate its teachers to take up research in education? (Mark √ for positive response and X for negative response)

Teachers are given study leave	√
Teachers are provided with seed money	×
Adjustment in teaching schedule	√
Providing secretarial support and other facilities	√
Any other specify and indicate	×

5. Does the institution provide financial support to research scholars?

Yes	√	No	
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6. Number of research degrees awarded during the last 5 years.

a.	Ph.D.	32
b.	M.Phil.	18

7. Does the institution support student research projects (UG & PG)?

Yes		No	√
-----	--	----	---

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	√		02
National journals Referred papers Non referred papers	√		70
Academic articles in reputed magazines/news papers	√		10
Books/Chapter in book	√		21
Any other (specify and indicate) Psychological Tools	√		02

9. Are there awards, recognition, patents etc received by the faculty?

Yes	√	No	
Number		01	

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National Seminars	61	50
International Seminars	18	18
Any other Academic Forum	01	01

11. What types of instructional materials have been developed by the institution?

(Mark '√' for yes and 'X' for No.)

A	Self-instructional materials	√
B	Print materials	√
C	Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
D	Digitalized (Computer aided instructional materials)	√
E	Question bank	√
F	Any other (specify and indicate)	NA

12. Does the institution have a designated person for extension activities?

Yes	√	No	
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If yes, indicate the nature of the post.

Full Time	√	Part-time		Additional Charge	
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13. Are there NSS and NCC programmes in the institution?

Yes		No	√
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14. Are there any other outreach program provided by the institution?

Yes	√	No	
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15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

61

16. Does the institution provide consultancy services?

Yes	√	No	
-----	---	----	--

In case of paid consultancy what is the net amount generated during last three years.

Rs. 2,00,000

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	Yes
State level	Yes
National level	Yes
International level	No

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

8000 sq.mts

2. Are the following laboratories been established as per NCTE Norms?

		YES	NO
a.	Methods Laboratories	√	
b.	Psychology Laboratory	√	
c.	Science Laboratories	√	
d.	Educational Technology Laboratory	√	
e.	Computer Laboratories	√	
f.	Workshop for preparing teaching aids	√	

3. How many Computer terminals are available with the institution?

42

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

21,400 (Excluding SAP and XI plan allocations)

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

9,680 (Excluding SAP and XI plan allocations)

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

33,000 (excluding SAP and XI plan allocations)

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Nil

8. Has the institution developed computer-aided learning packages?

Yes

√

No

9. Total number of posts sanctioned

	Open		Reserved		Total
	Male	Female	Male	Female	
Teaching	11		9		20
Non-Teaching	3		11		14

No Gender-wise sanctions of posts are there

10. Total number of posts vacant

	Open		Reserved		Total
	Male	Female	Male	Female	
Teaching	3		4		7
Non-Teaching	-		-		-
Total					

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved		Total
	Male	Female	Male	Female	
Lecturer	1	-	2	1	4
Readers	-	1	1	-	2
Professors	1	3	1	-	5
Craft Teacher	-	2	-	-	2
Total	2	6	4	1	13

b. Number of temporary/ad-hoc/part-time/ contractual teachers (Gender-wise)

	Open		Reserved		Total
	Male	Female	Male	Female	
Lecturer	-	1	1	1	3
Readers	-	-	-	-	
Professors	-	-	-	-	
Craft Teacher	-	-	-	-	
Total		1	1	1	3

c.

Number of teachers from same state	11	Other states	02
------------------------------------	----	--------------	----

12. Teacher student ratio (program-wise)

Programme	Intake	Teachers	Teacher student ratio
B.Ed.	155	13	1: 12
M.Ed.	35	11	1:3
M.Phil	16	9	1:1.7

13. NON-TEACHING STAFF /TECHNICAL STAFF

		Open		Reserved		Total
		Male	Female	Male	Female	
Non-Teaching	Permanent	1	-	6	1	8
	Temporary	-	-	2	1	3
Technical Assistants	Permanent	1	1	1	-	3
	Temporary	-	-	-	-	0
Total		2	1	9	2	14

14. Ratio of Teaching - non-teaching staff

1:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

82%

16. Is there an advisory committee for the library?

Yes	√	No	
-----	---	----	--

17. Working hours of the Library

On working days	1030AM -0530 PM
On Holidays	1030AM -0530 PM
During Examinations	0930AM -0530 PM

18. Does the library have an Open access facility

Yes	√	No	
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19. Total collection of the following in the library

S.No.	ITEMS	QUANTITY
1	Total Number of books	18697
2	Text books	14297
3	Reference books	3600
4	Titles	6000
5	Journals	27 + online 5586 + 8000 e- journals available in the central Library
6	Back Volumes of Journal	685
7	Encyclopedia	73
8	Educational Surveys	6
9	Dictionaries	30
10	Hand books	25
11	News Papers	5
12	Magazines	3
13	Ph.D. Theses	78
14	M.Phil Theses	122
15	M.Ed. Theses	645
16	Educational Videos	10
17	CD-ROM	34
18	Video Graphed Lectures	28

20. Mention the

Total carpet area of the Library (in sq. mts.)	1200 Sq. Mt.
Seating capacity of the Reading room	100

21. Status of automation of Library

Yet to intimate	
Partially Automated	√
Fully Automated	

22. Which of the following services/facilities are provided in the library?

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online Access Facility	√
Inter-library borrowing	×
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	Nil

23. Are students allowed to retain books for examinations?

Yes	√	No	
-----	---	----	--

24. a. Furnish information on the following

b. Average number of books issued/returned per day 160

c. Maximum number of days books are permitted to be retained

By students	7 days
By Faculty	One Month

d. Maximum number of books permitted for issue

For students	2 (B.Ed.), 4 (M.Ed./M.Phil.) 6 (Ph.D.)
For Faculty	20

e. Average number of users who visited/consulted per month 1500

f. Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled 72:1

25. What is the percentage of library budget in relation to total budget of the institution?

As per University

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2012-13)		II (2011-12)		III(2010-11)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	40	6500	414	130585	Nil	Nil
Other books	52	9273	300	149700	Nil	Nil
Journals/ Periodicals	-	-	-	-	-	-
Other (Encyclopedia)	-	-	31	-do-	-	-

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	I (2012-13)	II (2011-12)	III(2010-11)
B.Ed.	3	3	-
M.Ed. (Full Time)	3	2	2
M.Phil.	1	-	-

2. Does the Institution have the tutor-ward or any similar mentoring system?

Yes	√	No	
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If yes, how many students are under the care of a mentor/tutor?

13 students per mentor

3. Does the institution offer Remedial instruction?

Yes	√	No	
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4. Does the institution offer Bridge courses?

Yes		No	√
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5. Examination Results during past three years (provide year wise data)

	B.Ed.			M.Ed.			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100	97.8	100	100	100	100	100	-	-
Number of first classes	71	90	31	20	17	20	7		
Number of distinctions	41	29	13	6	6	2	3		
Exemplary performances (Gold Medal and university ranks)	2	2	2	2	2	2	-	-	-

Note: I (2012-13), II (2011-12), III (2010-11)

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I (2012-13)	II (2011-12)	III (2010-11)
NET	28*	10*	3*
SLET/SET	-	-	-
ANY other	-	-	-

*includes students of previous sessions

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
Merit Scholarship	1	1	1
Merit-cum-means scholarship	Nil	Nil	Nil
Fee concession	Nil	Nil	Nil
Loan facilities	Nil	Nil	Nil
Any other specify and indicate	SC/ST/ OBC scholarships by MP state Govt.	SC/ST/ OBC scholarships by MP state Govt.	SC/ST/ OBC scholarships by MP state Govt.

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	√	No	
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9. Does the institution provide Residential accommodation for:

Faculty	Yes	√	No	
Non-Teaching	Yes	√	No	

10. Does the institution provide Hostel facility for its students?

Yes	√	No	
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If yes, number of students residing in hostels

Men	4
Women	16
Total	20

11. Does the institution provide indoor and outdoor sports facilities?

Sports Fields	Yes	√	No	
Indoor Sports Facility	Yes	√	No	
Gymnasium	Yes	√	No	

12. Availability of rest rooms for Women

Yes	√	No	
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13. Availability of rest rooms for men

Yes	√	No	
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14. Is there transport facility available?

Yes	√	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	√		1
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate) With in Institute	√	-	5	-	-	-

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2008-09

19. Does the institution have a Student Association/Council?

Yes	√	No	
-----	---	----	--

20. Does the institution regularly publish a college magazine?

Yes	√	No	
-----	---	----	--

21. Does the institution publish its updated prospectus annually?

Yes		No	√
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22. Give the details on the progression of the students to employment/ further study (Give percentage) for last three years

	Year 1 (2012-13) (%)	Year 2 (2011-12) (%)	Year 3 (2010-11) (%)
Higher studies	50*	50*	40*
Employment (Total)	80*	80*	80*
Teaching	80*	80*	80*
Non teaching	-	-	-

*Estimated percentages

23. Is there a placement cell in the institution?

Yes	√	No	
-----	---	----	--

If yes, how many students were employed through placement cell during the past three years.

Year 1 (2012-13)	Year 2 (2011-12)	Year 3 (2010-11)
03	-	-

24. Does the institution provide the following guidance and counselling services to students?

Academic Guidance and Counseling	Yes	√	No	
Personal Counseling	Yes	√	No	
Career Counseling	Yes	√	No	

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	√	No	
-----	---	----	--

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	As per University
Staff council	10
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
Curriculum Committee	3
Departmental Research Committee	2
Seminar and Workshop Committee	5

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (specify and indicate) Travel Grants, Health, Sports, Day-Care Facility,	Yes	√	No	

4. Number of career development programmes made available for non-teaching staff during the last three years

As per University

5. Furnish the following details for the past three years

		Level	Number
a.	Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation		3
b.	Number of teachers who were sponsored for professional development programmes by the institution	National	3
		International	
c.	Number of faculty development programmes organized by the Institution:		14
d.	Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution		14
e.	Research development programmes attended by the faculty		40
f.	Invited/endowment lectures at the institution		70
g.	Any other area		

6. How does the institution monitor the performance of the teaching and non-teaching staff?

i.	Self-Appraisal	Yes	√	No	
ii.	Student assessment of faculty performance	Yes	√	No	
iii.	Expert assessment of faculty performance	Yes	√	No	
iv.	Combination of one or more of the above	Yes	√	No	
v.	Any other (specify and Indicate)	Yes		No	√

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If yes, give the number of hours spent by the faculty per week

As per University Assignment

8. Provide the income received under various heads of the account by the institution for previous academic session

i.	Grant-in-aid	Nil
ii.	Fees	55,99,529
iii.	Donations	Nil
iv.	Self-Funded Courses	Nil
v.	Any other (specify and indicate)	Nil

9. Expenditure statement (for last two years)

[Available with the University]

	2011-12	2010-11
Total sanctioned Budget		
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals		
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water		
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.		
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel		
Any other (specify and indicate)		
Total expenditure incurred		

13. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

[Available with the University]

	Surplus in Rs.	Deficit in Rs.
2012-13		
2011-12		
2010-11		

11. Is there an internal financial audit mechanism?

Yes	√	No	
-----	---	----	--

12. Is there an external financial audit mechanism?

Yes	√	No	
-----	---	----	--

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	√	No	
Finances	Yes	√	No	
Students Records	Yes	√	No	
Career Counselling	Yes		No	√
Aptitude testing	Yes		No	√
Examination/Assessment /Evaluation	Yes	√	No	
Any other (specify and Indicate)	Yes		No	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	√	No	
-----	---	----	--

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes	√	No	
-----	---	----	--

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	√	No	
-----	---	----	--

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes		No	√
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18. Is a grievance Redressal mechanism in vogue in the institution?

a.	For teachers	√	
b.	For students	√	
c.	For non-teaching staff	√	

19. Are there any ongoing legal disputes pertaining to the institution?

Yes	√	No	
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20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	√	No	
-----	---	----	--

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes	√	No	
-----	---	----	--

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms?

Yes	√	No	
-----	---	----	--

2. Do students participate in the Quality Enhancement of the Institution?

Yes	√	No	
-----	---	----	--

3. What is the percentage of the following student categories in the institution? (year 2012-13)

	Category	Men	%	Women	%
a	SC	7	3.8	17	9.1
b	ST	13	7.0	11	5.9
c	OBC	11	5.9	46	24.7
d	Physically challenged	1	0.5	0	0.0
e	General Category	12	6.5	68	36.6
f	Rural	28	15	85	45
g	Urban	16	9	57	31
h	Any other (specify)				

4. What is the percentage of the staff in the following category?

	Category	Teaching staff*	%	Non-teaching staff**	%
a	SC	3	19	4	29
b	ST	2	12.5	2	14
c	OBC	2	12.5	5	36
d	Women	9	56	3	21
e	Physically challenged	0	0	0	0
f	General Category	9	56	3	21
g	Any other (specify)				

*includes three contractual teachers

**includes one SAP employee and one daily wager

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2011-12)	Batch I (2012-13)	Batch II (2011-12)
SC	29	30	27	29
ST	24	36	22	26
OBC	46	59	46	58
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	--	-
Any other				

PART II: THE EVALUATIVE REPORT

Criterion- Wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

School of Education functions with a Vision formulated as under:

“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”

To translate this vision into reality, the mission statement of School of Education is as follows.

- To produce quality professionals including Teachers, Researchers, Curriculum developers, Evaluation experts, Guidance Counsellors, Educational Planners & Administrators by offering variety of Pre-service and In-Service Teacher Education Programs.
 - To organize professional capacity building programs viz. Seminars/ Workshops/ Symposia/ Conferences/ Talks for various functionaries of education and allied disciplines.
 - To promote inclusive education by adopting proactive strategies to encourage marginalized sections like differently-abled, Tribal, women, slow and swift learners.
 - To work towards making education purposeful, participatory and enjoyable by employing technology-enabled and learner friendly pedagogies.
 - To undertake research in emerging fields of education and allied disciplines leading to innovations & knowledge based society
 - To forge synergic relationship with Teacher Education Institutions of the vicinity/other universities and National bodies working in the field of education
 - To organize socially relevant outreach activities on important social issues such as female feticide, green earth awareness, health and sanitation, gender sensitization, de-addiction and rural upliftment etc.
2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the

feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

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. Present and future needs of the Society, Teacher Education Institutions, present Educational system at School level and requirements of examining bodies at National level in line with National Curriculum Framework (NCF-2005) and National Curriculum Framework for Teacher Education (NCFTE-2009) are taken into consideration for revising the curriculum.

Faculty is empowered to institute, update and modify its own curriculum through faculty meetings. 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. External Experts invited to conduct Comprehensive viva voce give their feedback on the designed curriculum. Eminent experts are also regularly invited in the department and their inputs are also taken into consideration. Curricula of reputed Universities are also consulted before up-gradation and the revision of the existing curriculum. The syllabus is revised almost every year on the basis of feedback received from the students, principals of Schools and experts from other Universities. No time is lost in implementing the new syllabus. Thus, need assessment, Student's feedback, External/Experts suggestions form the bases of updating/revision of the curriculum.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The curriculum has been modified keeping in view the recommendations of NCF, 2005 and NCFTE, 2009. Minutes of the Faculty meetings and revised syllabi drafts formalize the decisions regarding Curriculum updation. Curriculum is uploaded on University website as and when it is updated. Copies are also placed in Departmental library for the benefit of the students.

The curriculum of School of Education is quite comprehensive and reflective of the national and international trends in the discipline of Education. The institute follows the globally accepted Grade Credit system for all its programs. The pass outs of School of Education are accepted in other Indian Universities and Abroad in equivalent capacity. A Student has to earn 52 valid credits in two semesters. At B.Ed. level, courses in First Semester are: Educational Psychology; Educational Measurement &

Evaluation; Communication, Microteaching and Models of Teaching; Educational Technology; Project and School Experience. In addition to these, B.Ed students opt two courses of Methods of Teaching. One Work-experience course has also to be opted from (i) Horticulture Aesthetics (ii) Creative Learning Material (iii) Sewing and Embroidery (iv) Library Science and (v) School Magazine. In the Second Semester the core courses are: Education in Emerging Indian Society; Curriculum Development; Management of Educational Institution; Project; Psychology Practical; Information and Communication Technology; and Practical Pedagogy. In addition to it, each candidate has to take one elective course from (1) Action Research (2) Non-Formal Education (3) Environmental Education (4) Futurology in Education and (5) Guidance and Counseling. The inclusion of Information & Communication Technology course is reflective of the global knowledge network and is in accordance with the National Mission on Education through Information & Communication Technology.

In addition to the above courses, the exercises in Reasoning and Thinking for Students are given at the rate of one hour per week throughout the academic year. It equips them with skills for solving problems of daily life and preparing for competitive examination like, Teacher Eligibility Test (TET), Central Teacher Eligibility Test (CTET), National Eligibility Test (NET), etc. Non Scholastic activities for students are organized throughout the year for imparting right attitudes and life skills.

The department obtains formal feedback from the students, Academic Peers, Heads of practice teaching schools and other stakeholders which are utilized for making curricular changes.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

For addressing to the national issues, courses on Environmental Education and ICT in Education have been introduced in the Curriculum at B.Ed. level. Students are taught Value Analysis Model at B.Ed. level. In addition to these, organization of activities like, Tree Plantation, Poster rally on Environmental Awareness, Gender Sensitization, Computer Awareness programmes in Slum areas also serve to inculcate important values among students. Not only this even researches at doctoral and master's levels are being conducted in these areas.

5. Does the institution make use of ICT for curricular planning? If yes give details.

Yes, ICT is involved at every step of curriculum planning. Recommendations of the higher authorities and apex educational bodies regarding the curriculum are accessed through websites from time to time. Curricula of reputed Universities are also consulted before up-gradation and the revision of the existing curriculum. Feedbacks and suggestions are also invited through e-mail from the eminent experts and alumni heading various Institutions of teacher education. Students' feedback is also computerized and analyzed; the results are used for modification of the curriculum. The draft curriculum is discussed in the Faculty meeting and gets finalized. The finalized curriculum is uploaded on the website of School of Education, Devi Ahilya Vishwavidyalaya, Indore. The website URL is www.edu.dauniv.ac.in .

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The Institution's initiatives to make the experiences reflective are summarized as under:

- Unique and Innovative B.Ed. (Activity) Programme utilizing the initiative of the learner is conducted since 1992.
- Enrichment or "Beyond Syllabus" classes are arranged for students through which students get chance to interact with experts from across the country.
- One sessional test in each Semester is taken through Presentations, Activity, Skit, Quiz etc.
- Thought provoking questions, Open Book tests and examination help in making teaching reflective.
- The components of curriculum such as ICT as compulsory subject, digitalized lectures/ modules/ computer based test/CAI/SPSS, internship, school experience etc help in making the curriculum reflective.
- Projects emanating from students' choice and potential are undertaken by students.
- Testing for Pre-requisites or entry behavior before commencing teaching, and continuous and comprehensive assessment also help in the assimilation and internalization of the experiences.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

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.

Students enjoy flexibility in terms of the program duration and number of attempts allowed to pass a course. A student can complete one year course in one and half years. He can drop a semester/ course on genuine grounds. A student can carry one or more papers and pass them in second attempt.

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.

3. What value added courses have been introduced by the institution during the last three years which would for example: Communication skills (Verbal and Written), ICT Skills, Life Skills, Community Orientation, Social Responsibility etc...

The curriculum includes various skill oriented subjects and activities like: The Communication, Models of Teaching and Microteaching; Information and Communication Technology; Community oriented Projects, Environmental awareness Campaigns and data analysis using SPSS (Statistical Packages for Social Sciences), Special Education projects, outreach activities (Computer Literacy program, Health & hygiene, Psychological testing, Career Counseling and other literacy programs etc. for rural and slum area students.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/Multidisciplinary

Projects and dissertations taken by students go beyond the boundaries of the discipline of Education. Ph.D. Course work is being organized along with Psychology and Military Science subjects.

- ii. Multi-skill development

To meet the requisites of Teacher effectiveness, certain skills are required to be developed through Teacher Education Programs such as Teaching skills, Presentation skills, Problem Solving skills, Classroom Management skills, Assessment skills, Life Skills & Communication skills. Aspects of curriculum aimed at developing these are:

- On site Exposure (School experience)
- Activity Based Teacher education
- Seminar/PPT presentations by students
- Team Teaching
- Psychology Practical
- Cooperative Learning in groups
- ICT blended teaching learning
- Self/peer feedback in teacher training
- Visit to special institutions
- Projects and dissertations by students
- Role play for environmental awareness
- Expert Lectures, Exhibitions
- Seminars/workshops etc
- Skit and Group Discussion
- Field Experiments

iii. Inclusive education

School of Education adopts various inclusive practices to accommodate differently-abled students. Blind, orthopedically handicapped and expecting women are accommodated in the sections whose classes are held at ground floor of the building. To cater to the needs of differently abled students, students with low vision and hearing impairment are permitted to sit in front benches. Other concessions such as providing Extra Time/Writer to the blind and Question paper in big font size to the low vision students are acceded to. Provisions are made in the time table to provide extra support to the low achievers and enriched experiences to the brighter ones. Mentoring class at the rate of one period per week has been earmarked for offering solutions to personal problems of the students. SC, ST and low income OBC students are provided scholarships and fee waivers as per M.P. government and UGC rules. Physically Challenged students, Minority students are given grants as per University rule. The swift learners of higher classes are provided extra help in clearing UGC NET during Semester breaks and Summer Vacations. Women students & employees 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.

iv. Practice teaching

The Practice teaching in schools falls in the Second semester and its duration is 21 working days at a stretch. The Practice Teaching program of Second Semester is preceded by Teaching Lessons in Simulation offered in the First Semester. Student teachers take 3 lessons each of six Microteaching skills and three lessons each for three models of Teaching. This amounts to 27 lessons at simulation stage. Another twenty lessons are given in real classroom situation in Schools. Thus, in all Forty Seven lessons are given by a student teacher. During Practice Teaching, student teachers are encouraged to teach with the help of different Methods of Teachings including Models of Teaching. In this phase, each student teacher gives one lesson per day. The Teacher Educators check the lesson Plan. No student teacher is allowed to deliver an un-discussed plan. She/he supervises it for about 10 minutes and writes his / her observation in Observation notebook of the student teacher. The student teachers working under the Teacher Educator are also given group as well as individual feedback. The regular teachers of school are also encouraged to observe the lessons and give feedback to student teachers. The peer observation is mandatory. One out of ten lessons is observed using Flander's Interaction Analysis Category System (FIACS) after intensive training in FIACS. Students are also encouraged to get their lessons video recorded and view these in order to enhance their teaching effectiveness. Each student teacher has to prepare one Achievement Test using Blue Print to be conducted at the end of the Practice Teaching. The student teacher gives feedback to school students after checking the answer sheets.

v. School experience / Internship:

The students visit local schools on every Tuesday for School Experience. During their stint under this program they get firsthand experience of the working of Schools. Students learn to perform variety of tasks (including maintenance of different types of registers & records) which a teacher is supposed to do besides performing regular teaching assignments. The students are motivated to do an additional project that gives them experience to solve academic problem systematically. Thus, students get authentic experience both on campus and on field.

vi. Work experience /SUPW

Students are supposed to opt for one socially useful Productive Work out of the five offered by the School of Education. The work experiences are Library Science, Horticulture Aesthetics, Sewing and Embroidery, School magazine and Creative Educational Material.

vii. Any other (specify and give details):

- Remedial and enrichment classes are organized on regular basis and given space in regular time table.
- Beyond syllabus activities and outreach / extension activities such as Environmental Awareness programs, Skits and poster competitions on Social problems such as Gender bias, Drug Addiction, Adult illiteracy, etc. are also organized as part of curricular experiences.
- Mentoring classes in the form of Tutorials constitute a special feature of the curriculum.

1.3.1 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

Revisions in the syllabi of academic programs implemented are as under:

- M.Ed. and M.Phil. : From 2012-13 session.
- B.Ed.: from 2011-2012 session.
- Designed a course on Qualitative Research Approaches in Education for M.Phil. Program
- Pre Ph.D. course work: instituted from 2012-13 session.

M. Phil course structure is formalized according to the ordinance 21 of the university and the guidelines of UGC's Ph.D./M.Phil. Regulation, 2009. Ph.D. course work is designed to meet the Pre- Ph.D. registration requisites for Ph.D. students in accordance with UGC, Guidelines-2009. Students have reacted favorably to the utility of the course for enhancing their understanding of Research Methodology & Statistics and developing ICT competency in research practices.

2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The collaborative and participative strategies adopted by the institution for curriculum revision and update include discussions among the staff members, interactions with outside experts, suggestions made during the comprehensive viva voce by the External Experts and views of the various stakeholders.

1.5 Best Practices in Curricular Aspects

1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

The measures undertaken during the last five years for sustenance and quality enhancement by the institution in curricular aspects are as follows:

- Carrying out Internal and External curriculum audits through IQAC, Staff Council and Stakeholders
 - Designing and Instituting a new course curriculum from 2012-13 for Ph.D. course work in accordance with UGC's Regulation-2009
 - Designed a course on Qualitative Research Approaches in Education for M.Phil. Program
 - Revising and updating curriculum for B.Ed. program in 2011-12
 - Offering a new Methods of teaching Commerce course at B.Ed. level
 - Modifying and updating curriculum for M.Ed./M.Phil. programs in 2012-13
 - Revitalizing and rejuvenating the Personalized Teacher Education Program for B.Ed.
 - Revitalizing and Rejuvenating Teacher Education course at M.Ed. Level
 - Arranging Expert Talks/Lectures
 - Conducting Socially relevant Extension and Outreach programs for the benefit of community
 - Rejuvenating Tuesday's Seminar & providing a platform for researchers & experts to share the knowledge base
 - Institutionalizing inclusive activities for slow learners and enrichment activities for advance learners
 - Planning and organizing a number of Cultural and Sports activities for imparting value orientation and life skills to the students
 - Starting e-tutorials for post graduate students in different courses
2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

Apart from the measures that have already been taken to enhance quality of education, the School of Education plans to implement following in the coming years:

- Making the Institute a learning resource centre for TE institutions in the vicinity

- Evolving choice based credit system for all programs
- Starting Inter Departmental Research Colloquium for Research Scholars
- Developing e-assessment centre
- Introducing Dual degree M.Ed. Program
- Centre for developing teaching learning resources including digitalized material.
- Certificate courses in Data Analysis using SPSS and Qualitative Research Approaches.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *curricular aspects* and how have they been acted upon?

The main evaluative observations made in the first assessment report with reference to *curricular aspects* are as under:

- Less Importance to co-curricular activities

The main suggestions made in the first assessment report with reference to *curricular aspects* were as under:

- Co-curricular activities to be given more weightage
- More practicum to be added in the ICT compulsory paper and in different courses

The following measures were taken to act upon the aforesaid recommendations:

- A number of Cultural and Sports activities were organized for the students since 2009
- A separate two credit course on Individual and collective activities was floated
- A course on Computer Application was added in the Ph.D. Coursework
- Components of Data Analysis through computers (SPSS) were added in M.Phil and M.Ed. research methodology course
- Older version of MS-office was replaced with the newer one in ICT course at B.Ed. level with added time slots for computer practical

2. What is the major quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation?

The major quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation are as under:

- Internal Quality Assurance Cell (IQAC) was formed to assure the quality of processes and products in Teacher-Learning & evaluation level in 2008-09
- Designing/Instituting new courses/programs and modifying the existing programs
- Revitalizing and rejuvenating the Personalized Teacher Education Program for B.Ed.
- Conducting Socially relevant Extension and Outreach programs for the benefit of community
- Rejuvenating Tuesday's Seminar & providing a platform for researchers & experts to share the knowledge base
- Institutionalizing inclusive activities for slow learners and enrichment activities for advance learners

Criterion II: Teaching Learning and Evaluation

2.1 Admission Process and student profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The details of admissions in respect of academic programs of School of Education are as under:

- B.Ed level

Centralized online admissions by M.P. Higher Education based on merit in the qualifying exam. 25% seats are reserved for the outside state applications.

- M.Ed. level

The admissions are made by the institute itself through an advertisement in the National level news papers. Selections are done on the basis of merit (combined percentage of marks at Secondary, Graduation and B.Ed. levels) and counseling. In the process of admission, state government reservation norms are followed. All seats in M.Ed. program are all India seats subject to the reservation policy of the State.

- M.Phil. level

An advertisement is published in the National dailies and on Departmental website for M.Phil. admissions at university level. The SOEd conducts an entrance examination based on the UGC regulation 2009. Admissions are made on the basis of merit in the Entrance Examination (minimum 40% for UR and OBC & 35% for SC/ST) followed by an interview. In the process of admission, M.P. state government reservation norms are followed. The admission criteria laid down by the regulatory bodies are strictly followed. Students from different States get admitted to this program.

- Ph.D. level

At university level, an advertisement is published in national level newspapers and uploaded on University website. The SOEd conducts an entrance examination based on UGC's Regulations 2009. Admissions are made on the basis of merit in the entrance examination (minimum 40% for UR and OBC & 35% for SC/ST) followed by interview. In the process of admission, M.P. state government reservation norms are followed. The UGC-NET qualified candidates are directly allowed for the interview stage. On the basis of performance in interview, admissions to Ph.D. are made which is followed by Pre-Ph.D. course work. Successful candidates get registered after approval of their research proposals from Research Degree Committee (RDC) of the University.

2. How are the programs advertised? What information is provided to prospective students about the programs through the advertisements and prospectus or other similar material of the institution?

The Print and Online Media are used to notify the admission processes for different academic Programs. The State government publishes the admission notice for B.Ed course in the newspaper as well as on the Department of Higher Education M.P. Government's website. For M.Ed., M.Phil., Ph.D. course, Devi Ahilya University publishes the admission notices by the end of April or mid May in the National level newspapers. The same is also updated on the website of University (www.dauniv.ac.in).

The Eligibility Criteria, Number of Seats, Duration of the Course, Fee-Structure, Reservation Policy and Admission Criteria along with the last date of Application are notified in the advertisement. Students can download the form and send it by post after filling and attaching the

relevant documents. The forms are also available across the counter of the University and the concerned Department.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applicable to all applications?

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 and before publishing the final list, the results are checked carefully. The admission lists, once finalized are uploaded on the Institutional website/Notice Board for dissemination and scrutiny by all the stakeholders & regulatory bodies.

4. Specify the strategies if any, adopted by the institute to retain the diverse cultural population admitted to the institute. (e.g. individuals of diverse economics, cultural, religious, gender, linguistic backgrounds and physically challenged).

The institute adopts reservation policy of the State government. For SC, ST and OBC candidates, there is reservation of 16%, 20% and 14% respectively. 3% seats are reserved for physically challenged candidates. Scheduled caste and Tribal students are given a relaxation of 5% marks in the eligibility criteria. Scholarship and fees waivers permitted by the government are provided to them. The admission notice is issued well in advance and in the national newspapers as well as on University website giving ample time for outstation candidates to apply. Hostel, Day Care Centre, internet and health facilities help to retain the diverse student community. Visually and orthopedically handicapped students also avail scholarships made available by Department of Student Welfare. The SC/ST and minority students pursuing higher education/ research are encouraged to apply for fellowships given by UGC and other funding agencies.

5. Is there a provision for assessing students' knowledge/needs and skills before the commencement of teaching programs? If yes, provide the details.

Yes, students after the entry into the program are given a test of prerequisites for the course by the concerned teachers. Remedial programs for boosting the entry level of the students thus begin even before the teaching commences. Help of research fellows is sought in the form of teaching assistance for preparing worksheets/ checking answer books/ analyzing performance. Preceptorial/ Tutorial classes are arranged on weekly basis to provide academic and personal solutions to students in

small groups. Sessional tests at the end of a unit serve as tests of entry level for the successive units.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

An induction program of 3-5 days is organized for the newly admitted students. Orientation program serves as a means of enculturation for the students; they get the feel of Institute's work culture, its rich traditions and the place it occupies in the context of Sister Institutions of the University, other universities and the country. A variety of seminars, workshops, special lectures, training sessions, campaigns and rallies, visits, exhibitions, quizzes, cultural activities are organized throughout the year for making the environment rich and conducive to all kind of learning and development.

2. How does the institute cater to the diverse learning needs of the students?

Multi pronged strategies are adopted to cater to the diverse needs of the learners for example (i) using various media, methods and strategies of teaching-learning (ii) helping the turtles in the group through individualized remedy (iii) enriching swift learners through additional exercises (iv) arranging communication skill and personality development programs (v) mentoring/tutorial classes for personal solutions (vi) working in groups, and (vii) social and cultural activities for blending learning with living.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The curriculum is full of such inputs. Courses like Philosophical and Sociological Foundation of Education, Education in Emerging Indian Society, Educational Psychology, Methods of Teaching school subjects, Educational Technology, ICT in Education, Curriculum Development, and Special Education etc. do equip student teachers to understand the role of diversity and equity in teaching learning process. Various co-curricular activities such as celebrating national festivals, important days, cultural activities and outreach/extension activities mostly in the rural areas for their upliftment are organized round the year to promote understanding of prevailing diverse social concerns and issues among students.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater the diverse students' needs?

The teacher educators are engaged in the teaching and research in the area of Special Education and Educational Psychology to understand and meet students' learning needs. They get lot of opportunities to understand students' diverse learning behavior. Financial help to the economically challenged students is provided in terms of scholarships by University, M.P. State government and other National funding agencies.

Physically challenged students are accommodated in ground floor of the building. Students with low vision/hearing are allowed to sit on the front benches. Other concessions such as providing extra time/writer to the blind and question paper in big font size for the low vision students are allowed. Provisions are made in the time table to provide extra support to the low achievers and enriched experiences to the brighter ones. Apart from it, Anti-Ragging Committee and Grievance Redressal Committee have been formed to meet the different needs of the students. In view of student diversity, all the classes are bilingual. The Medium of instruction as well as medium of examination is English/ Hindi. This helps first generation learners on one hand and the candidates from non-Hindi speaking belts, on the other. The teacher educators of SOEd make students knowledgeable and sensitive through conducting researches in diversified students' and societal needs and adopting Inclusive Education practices. The action research projects/dissertations, Preceptorial/tutorial classes, open discussion in seminars provide a wider platform for the students/teacher educators to locate the needs of the students and that of the society and mapping of actionable agenda in this regard. The advanced/slow learners' needs are catered to, by providing enrichment/remedial sessions in different subjects and organizing preparatory classes for UGC-NET.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusions and apply them effectively in classroom situations?

Various courses offered at various levels viz. Philosophy and Sociology of Education, Education in Emerging Indian Society, Educational Psychology, Guidance and Counseling, Curriculum Development, Practical Pedagogy, School Experience, Projects and Special Education address to the issues of different cultural viewpoints and perspectives among student community in particular and the society in general. The knowledge and skills to deal with the diversity and inclusion in teaching learning process and sensitization of student teachers about the diverse classrooms have been prime concerns of the curriculum of the School of Education. Furthermore, activities like Field trips, activity based

teaching, seminars and presentations by students, drama, and role play for environmental awareness, visit to special institution, research and projects help in developing appropriate view points on issues of diversity and inclusion. Cooperative learning in groups, group discussion, exhibitions, self/peer feedback in teacher training, also equip students with necessary knowledge, skills and attitude to handle the issues of diversity and equity in teaching learning process.

2.3 Teaching-learning process

1. How does the institution engage students in “active learning”? (use of learning resources such as library, website, focus groups, individual projects, simulation, peer teaching, role playing, internships, practicum etc.)

The curriculum components of teacher education courses have been planned to ensure active learning by students. Substantial weightage is given to field visits, practicals, projects, internships, Productive work experience, Group work & a host of Scholastic/ Co-scholastic activities. The dispensation of theory courses also utilizes student oriented approaches like Student Seminars using power point presentation, ICT blended teaching, Group Discussion, Class Work, Take home assignments, Program learning & Modules, Exhibitions, Role play etc. Students also use open learning resources including web sources and e- lectures available in a particular course. Students of M.Ed., M.Phil., Ph.D., course work, for instance, are given following web links for study of statistical analysis.

S. N.	Web Links	Topics
1.	http://www.youtube.com/watch?v=B0ABvLa_u88	Introduction to Levels of measurement
2.	http://www.youtube.com/watch?v=04jnZdrcw8w	Level of Significance in Hypothesis Testing
3.	http://www.youtube.com/watch?v=cW16A7hXbTo	Hypothesis Testing (p-value method)
4.	http://www.youtube.com/watch?v=qV-WoquC4dA	Introduction to ANOVA
5.	http://www.youtube.com/watch?v=51QZa7b0Ozk	Example on One Way ANOVA
6.	http://www.youtube.com/watch?v=P7C-Pf9QAX0	Testing of Hypothesis
7.	http://www.youtube.com/watch?v=FHT6e_mdGoU	Type I and II Error

8.	http://www.statisticslectures.com/topics/testforindependence/#video	Chi-Square Test for Independence
9.	http://www.statisticslectures.com/topics/testforindependence/#video	Mann Whitney U Test
10.	http://www.statisticslectures.com/topics/onesamplet/	One Sample t-Test
11.	http://www.statisticslectures.com/topics/independentsamplet/ and http://www.youtube.com/watch?v=jyoO4i8yUag	Independent Samples t-Test
12.	http://www.statisticslectures.com/topics/goodnessoffit/ http://www.youtube.com/watch?v=CRyoXkxObsA	Chi-Square Goodness-of-Fit Test
13.	http://www.statisticslectures.com/topics/wilcoxonsignedranks/	Wilcoxon Signed-Ranks Test

2. How 'learning' is made student centered? Give a list of participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Learning is made 'student centered ' by utilizing Participatory teaching learning strategies, Technology enabled approaches, Self instructional modules and Programmed instruction, Computer based learning using open web resources, e-lectures, practical, and field activities.

B.Ed activity group is entirely student initiative oriented model of Teacher Education.

3. What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach /method developed and/ used.

Variety of learning experiences is provided to the students by adopting multi-pronged instructional strategies. One of the innovative approaches used by School of Education for effective learning is B.Ed Activity/Zero Lecture Program (ZLP). This innovation heavily relies on students managed learning. Faculty serves as Mentor, Facilitator, Philosopher and Guide. Students identify learning resources, learn course content individually and in groups, plan for strategies to communicate the learning to peers and undertake peer teaching. Multifarious modes of presentation are used by them. Teachers offer help if sought and provide their inputs during-presentation & post-presentation stages.

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Model of Teaching is a part of the course titled Communication, Microteaching and Models of Teaching. The students are taught theory of different Models of Teaching. The teacher educator gives the demonstration and later on each student-teacher prepares lesson based on it and teaches in simulation. Every Student Teacher teaches three lessons, each of Concept Attainment Model, Inquiry Training Model & Value Analysis Model. This continues for one Semester. During Practice Teaching, Student -Teachers teach a couple of lessons with the help of Models of Teaching in real Classroom situation.

5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Microteaching too, is a part of the course on Communication, Microteaching and Models of teaching. The students are taught theory of different Teaching Skills viz. Skill of Reinforcement, Skill of Probing Questioning, Skill of Explaining, Skill of Stimulus Variation, Skill of using Black Board, and Skill of Integration. The teacher gives the demonstration and afterwards each student teacher completes three microteaching lessons per skill in Simulation. It continues for the entire Semester. Student teachers are supposed to use the different Microteaching skills during practice of teaching.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The practice teaching in the Schools is done in the second semester of the B.Ed. program. In this phase, each student teacher gives one lesson per day. Students are motivated to plan lessons using Models of Teachings, Role Play, Quiz and other innovative strategies learnt earlier. The Method Master checks the lesson plans. No Student Teacher is allowed to give un-discussed lesson. The Teacher Educator supervises the lesson for about ten minutes and writes his/her observations in the Observation notebook of the student teacher. The student teachers working under the Teacher Educator are also given individual and group feedback. The regular school teachers are also encouraged to observe the lesson and give feedback to students teachers. The peer observation is a must. One lesson is observed using FIACS. Video-enabled feedback is also a regular feature of practice teaching program. Each Student Teacher has

to prepare one Achievement test using Blue print to be taken at the end of the Practice Teaching. The Student Teacher gives the feedback to school students after checking the answer sheets.

7. Describe the process of Block Teaching / Internship of students in vogue.

The School of Education follows Block Teaching or Internship Program. The student teachers go to schools continuously for one month for Practice Teaching. During the Block teaching, a student teacher teaches a lesson, gets feedback on teaching, develops lesson plan for the next day and gets it corrected by the Method Master. No theory classes for B.Ed. students are held during Practice Teaching.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the planning is participatory involving the School Teachers, Mentor Teacher and the Method Master. The concerned subject teachers are consulted for content selection and carrying out various planned activities in coordination with them. School teachers are also encouraged to observe the lessons and give feedback.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Student Teachers are taught Educational Psychology and Methods of Teaching. During the teaching they get acquainted with the strategies to cater to the diverse needs of the students in teaching learning process. Activities like, Quiz, Street plays, Practice teaching in rural areas are also organized. Field visits are also arranged to provide real experiences to understand the diverse needs of students.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The Educational Technology is compulsory subject in the first semester. They are given enough training in handling different educational technology equipments. The student teachers do prepare teaching aids in the first semester and arrange exhibition for the benefit of other student teachers of the Institution. Students are encouraged to present lessons with various teaching aids. Efforts are made to train student teachers in preparing teaching aids for differently abled children. Models of teaching and other technologies are also actively used by students as per the demands of the contents. Students also make use of

digital lessons with the help of power point presentations to teach school children.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the planning is done by involving the school teachers. The concerned subject teachers of the School are consulted for content selection and for carrying out various planned activities in coordination with them. The regular teachers of school are also encouraged to observe the lesson and give their feedback to student-teachers along with the school supervisors. The Method masters, the practice teaching supervisors and the school teachers, thus cooperate in mentoring the student teacher.

2. What is the ratio of student-teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of student teacher to practicing school on an average is 15:1. Size of group of student teachers assigned to a school depends on the strength of the school, and the number of classes made available by the school.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement?

The teacher educator supervising the practice teaching in a school observes the lesson and writes the observations in the observation note book. The student-teacher follows the suggestions noted in it and improves the subsequent lessons in its light. The concerned teacher educator also gives the individual and group feedback. The peer feedback strategy is also used. One lesson is observed using FIACS. Observation of peer is also discussed with the student. Video enabled feedback strategies are also frequently used for self analysis and self correction.

4. How does the institute ensure that the student-teachers are updated on the policy direction and educational needs of the schools?

School of Education enjoys synergic relationship with schools through its twin program of School Experience and Practical Pedagogy. Student-teachers have thus ample opportunities to have access to the new policy directives and the needs of the schools. The course contents taught to them also get continuously revised to accommodate new initiatives and policies like NCF-2005, NCFTE-2009, RTE Act-2009 and Rashtriya Madhyamik Shiksha Abhiyaan (RMSA)-2010 regarding school education.

5. How do the students and Faculty keep pace with recent developments in school subjects and teaching methodologies?

Students and Faculty keep pace with recent developments in school subjects and teaching methodologies by revising the curricula as per NCF 2005 and NCFTE 2009 to include emerging methodologies in school subjects. Furthermore, students and faculty get apprised of recent developments in school subjects by attending various Seminars, Workshops & Conferences, reading professional journals, visiting various websites, interacting among themselves, conducting researches, visiting other institutions, etc. Apart from this, School of Education has linkages with Apex bodies like, NCERT, NCTE, CASE, SCERT, UGC and MHRD actively engaged in research, training and dissemination.

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The School of Education organizes Seminars, Workshops, arranges interaction of staff with experts, encourages faculty members to attend Academic Staff College Course, etc. The faculty of School of Education acts as resource persons at National Seminars/ Workshops organized by the Department of Education and College of Teacher education throughout the country. The faculty members are encouraged to pursue Ph.D. and other higher education courses to add to their knowledge and skills. They are provided Special Casual Leaves, Study Leaves, Travel Grants and other incentive as per the University rules.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The comparative and non-comparative students' feedback on performance of faculty are communicated to the respective teachers. The good performance is thus recognized by peers. Outstanding teachers are also appreciated on the forum of faculty meetings. The analysis of performance is also put up on Institution's website for wider communication and recognition.

2.5 Evaluation Process and Reforms

1. How the barriers to students learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Barriers to students' learning are identified through questioning in the classroom. 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.

2. Provide details of various assessment/ evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

School of Education is having teacher based grade credit semester system at B.Ed., M.ED., M.Phil. (Education) and Ph.D. course work levels governed by Ordinance 31 of Devi Ahilya Vishwavidyalaya. As per this Ordinance, in each course there must be minimum three tests/ assignments/seminars, out of which the best two are considered. There is end semester examination also. It is followed by comprehensive viva - voce. The Comprehensive viva-voce Board is comprised of one external expert and one or two faculty members. The tests and end semester examination answer- sheets are shown to students after scoring. Feedback is given to students by teachers concerned. The whole process of evaluation is transparent. There is provision of revaluation in case of end semester theory courses. The answer books of such students are placed before the comprehensive viva -voce board which takes decision on it.

3. How are the assessment/ evaluation outcomes communicated and used in improving the performance of the students and curriculum transactions?

Each teacher declares the grades by putting them on notice board. The answer- sheets are shown to students. They are free to compare their answers and marks with other students of the class. The Ordinance 31 does provide opportunity to students to carry some courses in next semester and pass the failed courses by again taking three tests/assignments/seminars and end semester examination. Students are provided all academic help by concerned teachers.

4. How ICT is used in assessment and evaluation process?

In some subjects the computer based tests are also conducted as the faculty members have developed these softwares. Third tests in research and statistics, covering SPSS is taken on computers. ICT in education course at B.Ed level includes computer practical whose assessment is done on machine. Diagnostic and psychological assessments are also done using computers. ICT is also used in assessing the students on the basis of presentations given by students through power point presentations.

Computers are also used to print the question papers. The final results and Grade cards are prepared using Examination Records Management System (ERMS) developed by School of Education.

2.6 Best Practices in Teaching –Learning and Evaluation Process

1. Detail on any significant innovation in teaching –learning /evaluation introduced by the institution?

- School experience program & Projects are most distinctive components of B.Ed. curriculum. Under School Experience program, students get firsthand experience of working of Schools. Students learn to perform variety of task related with school organization and administration. They also undertake a field based project that gives them experience to solve academic problem systematically. Projects happen to be very versatile tool of providing teacher education. They offer opportunities to work with community, impart cooperative learning, training in research & problem solving skills and result in immediate improvements in the field.
- Activity Based/Zero Lecture Teacher Education Program It is model for teacher education wherein learners are active & responsible for their own learning. Teachers in this model occupy the backstage lending support, acting as friend & philosopher, motivating and offering subtle guidance to the learners' endeavors.

Salient Features of the program are:

- Institution within institution
 - Freedom to manage its own affair
 - Taking up a course and entrusting units to groups
 - Self study
 - Consulting resources
 - Planning modes and activities for peer teaching (seminar, drama, quiz, panel discussion, exhibition, field visit)
 - Performing peer teaching
 - Group discussion along with teacher intervention
 - Diversified modes of assessing learning (seminar, drama, quiz, panel discussion, exhibition, field visit)
 - Innovative Evaluation Practices
-
- Various teaching softwares are utilized by the faculties for the computer based evaluation, for example use of digitalized testing software on Research Methodology as well as online tests. 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 discriminant 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. Evaluation is not an end in itself; it is closely integrated with teaching -learning process.

2. How the institution does reflect on the best practice in the delivery of instruction, including use of technology?

The Teacher Educators enjoy good learning infrastructure in the form of a rich library and number of well equipped laboratories including Educational Technology, Psychology and Guidance, Computer and ICT. Reflection on best practices takes place by using output of research in development of teaching -learning. Students learn the use of various technology based equipment like OHP, Slide Projector, and Computers for the presentation of lessons. Students use various e-learning materials from the internet for accomplishment of assignments, projects and research related tasks. Post Graduate and Research students are trained in the use of SPSS for the data analysis in their research work. ICT and Internet are used in teaching-learning, evaluation, conducting research and extension activities.

Video Recording of Experts' lectures are prepared for generating e-resource materials which are exploited by the students, faculties and other stakeholders for enhancement of their learning.

Additional Information to be provided by Institutions opting for Reaccreditation/ Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

The main evaluative observations/Suggestions made in the first assessment report with reference to Teaching Learning and Evaluation is as under:

- Better utilization of ICT facilities
- Emerging new concerns like learning to learn, learning to work together and individually need to be developed in focused manner
- Innovative transaction of theory courses
- Preparation of students-teachers as per needs of local schools
- Internship mode of practice teaching

The response of the institution to recommendations made in the first assessment report is as follows:

- For better utilization of ICT facilities
 - SOEd introduced new ICT course (Ph.D. course work), added ICT components in existing courses (M.Phil./ M.Ed.), provided for more time-slots in Computer Practical (B.Ed.)
 - ICT facilities were optimally utilized by way of organizing workshops on Statistical data analysis and use of SPSS, Research Report writing
 - Two UGC sponsored national seminars on the thrust area of ICT in education were conducted
 - A number of Expert lectures were video-graphed and made available to academic professionals
 - For incorporating emerging new concerns like Learning to learn etc
 - Group work was introduced through cultural activities, collective projects, outreach activities
 - Open learning resources, web-links, Modules and self Instructional materials were developed/provided for enhancing skill of leaning to learn
 - Innovative transaction of theory courses was ensured by using
 - ICT enabled teaching strategies, role-play, drama, poster exhibitions, quiz, assignments, constructivism based strategies,
 - Personalized teacher education program
 - Preparation of students-teachers as per needs of local schools was done by
 - Involving school principals and subject teachers in planning and implementing practice teaching in their schools
 - Assigning school teachers to schools made as per the teaching needs of the respective schools
 - Practice teaching is preceded by School Experience program (internship) which provides a means for assessing the Subject needs of the participating schools
 - Internship mode of practice teaching
 - Apart from block practice teaching, student-teachers are visiting schools for one full day per week under school experience course and availing internship opportunities
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The quality sustenance and enhancement measures taken by the Institute are as follows:

- Augmentation of learning resources through purchase of books, computers, instructional materials, equipments
- Development of teaching-Learning Materials, e-lectures, web-resources, digitalizing lectures, psychological tools, modules, program learning materials, testing materials
- Using the cutting edge technology in enhancing the effectiveness of teaching-learning and Assessment practices of the institute
- Assuring the use of the aforesaid in the regular teaching learning process by Adopting the teaching learning strategies to ensure a transition

Paradigm Shifts	
From	To
Teacher Centric	Learner Centric
Instructing	Mentoring
Knowledge Delivery	Knowledge Construction
Class Discipline	Freedom
Monologue	Dia/Multilogue
Closed Environment	Open Environment
Segregated & Competitive	Collective & Collaborative
Traditional	Constructive

- The institution tries to improve Teaching-learning process by focusing on all of its aspects such as:
 ADMITTING: fair, open and inclusive
 INDUCTING: Initiating/orienting fresher
 PRE-ASSESSING: Checking entry position of Learner
 HELPING LEARNING: Participatory approaches
 REMEDIATING: Helping the 'turtles' in the group
 ENRICHING: Accelerating the advanced learners
 MENTORING: Tutorials, personal solutions & life guidance etc
- The institution focuses on learner friendly and participatory approaches in respect of Teaching-Learning Methods, Teaching-Learning Resources and Teaching-Learning Activities.

Teaching-Learning Methods	Teaching-Learning activities	Teaching-Learning Resources
<ul style="list-style-type: none"> • Student Seminar • Debates and Discussions • Simulation & Role Play • Activity Based (Zero Lecture: Self Study, Peer Teaching) • ICT Enhanced Teaching • Team Teaching 	<ul style="list-style-type: none"> ✓ Class & Take home Assignments ✓ Exhibitions ✓ Field visits ✓ Case Studies ✓ Students Projects & Dissertations 	<ul style="list-style-type: none"> • Self Learning Materials (Modules, Programmed Learning Material) • Interactive Multimedia • Digital Lectures • Power-point Slides (PPT) Print Resources: Handouts, Course outline, References, Annotated Bibliography • Web centric Sources

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

The teachers are allowed to guide research at doctoral level as soon as they have five years of teaching experience at Master's level and published work. They are helped academically by senior faculty members in writing papers and later on guiding doctoral students. They are motivated (and given financial help) in attending and presenting papers in National and International conferences. As of now, there are eight registered research guides in School of Education possessing Ph.D. degree. Another three ex-faculties of the Institute too have been recognized Ph.D. guides. Non-Ph.D. faculty members are motivated to enroll in Ph.D. Course work and those already pursuing Ph.D. course are given guidance in their doctoral work. As per University rules the faculty members are also allowed to take study leave for Ph.D.

2. What are the thrust areas of research prioritized by the institution?

The thrust areas of research are: Information and Communication Technology, Educational Technology, Educational Psychology, Educational Philosophy, Models of Teaching, Non-Formal Education,

Educational Measurement and Evaluation, Teacher Education, Guidance and Counseling, Environmental Education, Special Education, Women Education, Value Education, Curriculum Development, Educational Administration and Educational Research & Statistics.

- Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, Action Research is encouraged at various levels in the Institution. Action Research is an optional paper at B.Ed level. The M.Phil., M.Ed. and B.Ed. students do undertake projects where they take up problems related to various aspects of School of Education. The findings are used by the Institute for improving the quality of teaching-learning process and other aspects. For instance, one student identified the best predictors among previous achievements for predicting M.Ed. performance. The results were instrumental in changing the admission criteria for M.Ed. program.

- Give details of the Conference/Seminar/Workshop attended and organized by the faculty members in last five years.

The pertinent details are summarized below:

Table: An Overview of the details of participation of faculty in Seminars/Workshops during Last Five Years

S. No	Name of The Faculty	Role /Contribution of Faculties in Different Seminar/Workshop/Conference						Total
		Organizer	Chair Person	Resource Person	Convener	Attended	Paper presented	
1.	Dr. S. K. Tyagi	04	01	04	01	02	-	12
2.	Dr. H.R. Pal		01	01		02	02	06
3.	Dr. Archana Dubey			06	01	05	10	22
4.	Dr. M. Buddhisagar			06	01	08	13	28
5.	Dr. Rama Mishra	02		05		01	12	20

6.	Dr. Kamakshi Agnihotri	02		06		05	09	22
7.	Dr. Laxman Shinde			01		02	06	09
8.	Dr. Madhulika Varma			06		03	20	29
9.	Dr. R. K. Hurmade			02		04	04	10
10.	Mr. Mohan Singh Bamniya			01		04	03	08
11.	Mr. Avtar Singh	01		03	01	09	20	34
12.	Ms. Chetna Shukla					02	03	05
13.	Ms. Veena Paithankar	05				04		09
	Total	14	02	41	04	51	92	204

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

Details of instructional and other materials developed including teaching aids and/or used by the institutions for enhancing the quality of teaching during the last three years are:

- Modules on some chapters of class X Mathematics by Prof. S.K. Tyagi & Dr. Taj Mohd. Kankreja
- Multiple Discriminant Type Items in Educational Evaluation by Dr. Shanti Tejwani & Prof. S.K. Tyagi
- Multiple Choice Items in Educational Research & Statistics by Prof. S.K. Tyagi, Dr. Shanti Tejwani & Kaushlaya Khatri
- Instructional Material on Characteristics & Education of Gifted students for B.Ed. Trainees by Prof. H.R. Pal & M. Sharma
- Branching PLM on Accountancy & Book keeping by Ms. Ranjana Pal & M.Varma
- Modular Instructional Material by Prof. H.R.Pal, Dr. A.Pal & Dr. M.Sharma
- Modular Instructional Material on some selected topics of Science of Ninth Standard for Urdu Medium by Prof. H.R.Pal & Shamim Aara
- Module in Hindi Grammar by Prof. H.R.Pal & Dr. R.K.Hurmade
- Modular Instructional Material on Psychology Practical by Prof. H.R.Pal & Dr. Rakesh Devra

- Modules on Explaining Skill & Probing Questioning skill by Prof. Archana Dubey
 - Module on Construction and standardization of test by Prof. Archana Dubey and Yogesh Sharma
 - Computerized Self Instructional Material in teacher training by Prof. Rama Mishra & Neeraj Joshi
 - Modules on skill of Reinforcement, Stimulus Variation Advance Organizer model and Guidance & Counseling by Prof. M. Buddhisagar
 - Module on Population Education by Prof. H.R. Pal and Dr. Jitendra Patidar.
 - Module on Testing techniques in Guidance & Counseling by Dr. Nisha Maharana & Prof. M. Buddhisagar
 - Online Sixth Survey of Research in Education, <http://www.eduresearch.dauniv.ac.in/> by Dr. D.N. Sansanwal
2. Give details on facilities available with the institution for developing instructional materials.

The facilities available with the institution for developing instructional materials are Computers with Internet, Digitalized Camera and Non-Linear Editing System.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.
- Computer Based Diagnostic Test in Chemistry has been developed by Dr. Ranju Lulla and Dr. D.N.Sansanwal.
 - Computerized Programmed Learning Material on Structure of Atom by Prof. A. Dubey & Alifiya Ujjainwala
 - Web-Based Instructional Material on Developing Reasoning by Karuna Tiwari and Dr. D.N.Sansanwal.
 - Digitalized Instructional Material on Research Methodology and Statistics by Dr. Laxman Shinde and Dr. D.N.Sansanwal.
 - Computer Based Test your Understanding: Research Methods and Statistics by Dr. D.N.Sansanwal & S. Dahiya.
 - Computer Aided Instruction for teaching selected science topics was developed by Sunil Agarwal and Prof. S.K.Tyagi
 - Collection of E-lectures for teaching selected research & Statistics topics was developed by Mudasir Sultan and Prof. S.K.Tyagi
 - Computer Based Testing of logical ability by Dr. Laxman Shinde and Dr. Rakesh Devra
 - Video enabled feedback, Self and Peer feedback of student teachers by Mr. Avtar Singh

- Video Instructional Material on Non-deductive counseling by Shashi Patel & Dr. M. Varma
 - PPT based Instructional Material on Population Education by Sapna Singh & Dr. M. Varma
 - Computer based classroom Instruction on ICT by Lata Pandey & Dr. M. Varma
 - Video Film On Educational Clinic by Sunita Yadav & Prof. M. Budhhisagar Rathod
4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

Seminar/Workshops organized by the institution

- National Workshop on Use of SPSS in Social Scientific Research, 8-15 Feb, 2009
- Seminar on Models of Teaching, 28th-30th Nov. 2009
- University Level Seminar on Environmental Awareness ,17 Jan. 2010
- National Seminar on Role of ICT in Teacher Education: Vision 2020, 18-19 March 2010
- State Level Workshop on Use of SPSS in Research in Education ,
- State Level Workshop on Models of Teaching, 18th & 19th February 2011
- Departmental Level Seminar on Environmental Awareness, 17th January 2012
- National Seminar on Research Report Writing in Social Sciences with Particular Reference to Education, 15-17 March 2012
- International Seminar on Popularizing Environmental Science and Solar Technology, 20th April 2012
- National Workshop on Statistical Analysis for Social Science Research including Education, 04-10 February 2013
- National Conference on ICT for Quality Research in Education: Concerns, Issues & Role 18-19 March 2013
- Jimmy McGilligan Memorial Symposium on Making DAVV an Eco-friendly Campus, 20 April 2013

Seminar/Workshop Attended by the Faculty

- National Seminar on Mental Health Awareness in India ,19-20 Sep. 2008 ,organized by Govt. MLB, PG Girls College, Indore
- Computer Awareness Training Program forr University Teachers, 2009 organized by School of Computer Science, DAVV Indore.
- State Level Workshop on Use of SPSS in Social Scientific Research , 8-15, February 2009 organized by SOEd., DAVV, Indore

- University Level Conference on Shanti Swarup Bhatnagar Award Winners in Physical and Engineering Sciences ,17th to 19th July 2009, organized by Indore ,DAVV
- National Level Orientation Course, 19th August to 15th Sept,2009, organized by Academic Staff College ,DAVV Indore
- Inter-national Convention on Technology Enabled Learning for Tertiary Education in India, 6-7, Aug. 2009, DAVV, Indore organized by EMRC, DAVV, Indore
- National Conference on Bhartiya Vishwavidyalaya Sangh Nai Delhi Evam DAVV ,Indore ke Sanyukt Tatvadhan me Aayojit Pashchim kshetra ke Kulpatiyon ka Sammelan-Uccha Shiksha me Gunwatta Moolyankan evam Pratyayan, 7th& 8th October 2009, DAVV, Indore
- National Workshop on Models of Teaching ,28-30 Nov. 2009, Organized by SOEd, DAVV, Indore
- Seminar on Environment Awareness ,17 Jan. 2010 SOEd, DAVV, Indore
- National Seminar on ICT in Teacher Education: Vision 2020 ,18-20 March 2010, Organized by School of Education, DAVV, Indore
- National Seminar on Climate Change and Economic Development, March 2010, Organized by School of Economics, DAVV, Indore
- National Workshop on Research Methodology, Applied Statistics and Use of SPSS, 13-20, June 2010, Organized by Shri Gujarati Samaj, Indore.
- National Workshop on Domestic Violence ,26-27 Aug. 2010 UGC organized by NIPCID, Indore
- National Seminar on Quality Improvement in Teacher Education , 31Oct & 01 Nov. 2010, organized by Lokmanya Tilak Education College, Ujjain.(M.P.)
- State level workshop on Use of SPSS in Social Science Research ,3-9, January 2011 Under UGC SAP-DRS Phase III, School of Education, DAVV, Indore
- Inter-national Workshop on IEEE Teacher In Service Program ,7- 8 May 2011, IEEE, Hyderabad
- National Workshop on Research Methodology Statistics & Use of SPSS ,8-15 May 2011, M. B. Khalsa IOE, Indore.
- National Seminar on Quality Assurance in Higher Education: Expectations and Achievements ,09-10, Sep. 2011, NAAC, Bangalore organized by Shri Vaishnav College of Commerce, Indore.
- National Conference on Positive Psychology, 3-4, Nov .2011, organized by Govt. MLB Post-Graduate Girls College, Indore
- State Level Seminar on Mahila Chetna , 27 Nov. 2011, Bhartiya Stree Shakti

- Departmental Level Seminar on Environmental Awareness ,17th January 2012, School of Education, DAVV, Indore
- National Workshop on Research Writing in Social Sciences ,15-17 March, 2012, UGC, School of Education, DAVV, Indore.
- National Seminar on Sex Ratio- A major Demographic Index of a Country: An Alarming Condition For Nation and States ,19 March 2012, UGC, School of Social science, DAVV, Indore
- National Seminar on Poverty Alleviation and Natural Resources Management, 20-21 March 2012 , School of Economics DAVV, Indore
- Inter-national Seminar on Popularizing Environmental Science and Solar Technology,20th April 2012, School of Education & School of Energy, DAVV, Indore
- Regional Level Seminar on Unlocking your hidden potentials ,15-17 Sept 2012, Prajapita Brahmakumari's Ishwariya Vishwavidyalaya, P.B.I.V, Gyanshikhar Complex Indore
- Inter-national Conference on Dharma- Dhamma ,22-23 Sept. 2012, Mahabodhi Society, Colombo, Sri lanka, M.P. Govt. Cultural Department, Bhopal
- Refresher Course in Education ,4-24 Sept. 2012, UGC, ASC, DAVV, Indore
- National Workshop on Quality Issues in Academics, Paper Setting and Valuation, 26 Sept. 2012, SCSIT, DAVV, Indore.
- International Annual Conference on 2012, 10th -12th October 2012, Comparative Education Society of India and University of Jammu.
- International Seminar on Professional Development of Teachers ,17-18, Nov.2012, the Learning Community, India. Subhash Chandra Bose Institute of Higher Education, Lucknow.
- National Seminar on Right to Education: Challenges & Implementation, 1- 3 February, 2013, UGC, IOTE, Pt. Ravishankar Shukla University,. Raipur (CG)
- National Workshop on Statistical analysis for Social Science research including Education ,4-10 February 2013, Under UGC SAP-DRS Phase III, School of Education, DAVV, Indore
- National Seminar on Discussion on Vidhi aur Nyaya ke Kshetra me Bhartiya Bhasha ,23rd February 2013, Shiksha Sanskrti Utthan Nyas, Indore.

Participation of the Faculty in the Training programs

- National Seminar on Educational thoughts of Swami Vivekananda with Reference to Instigated Social Development (Maharishi Patanjali S.S. Bhopal), 2 -3, Feb 2013
- National Orientation Course (ASC DAVV Indore), 12-13, Jan 2013

- National Workshop on Quality Enhancement in Teacher Education (M.B. Khalsa Institute of Education, Indore), 19-20 December 2012,
- State level Workshop on Tool Development (Rajya Shiksha Kendra, Bhopal), 09-10, Oct. 2012,
- ASC Refresher Course In Education (DAVV Indore), 14 Sep. 2012,
- ASC Refresher Course for College Teachers, Topic “Questioning Skills” (DAVV Indore), 12 September, 2012,
- 104th Orientation Programme (ASC DAVV Indore), 20 June 2012,
- National Workshop on Research Report Writing in Social Sciences With Particular Reference to Education (SOE DAVV Indore), 15-17 , March 2012,
- Syllabus Finalization of Educational Technology for M.Ed., B.Ed. and D.Ed., 14-16 March 2012, at SOEd.
- National Seminar on Mahila Sashaktikaran, March 2012, Rewa
- National Seminar on Impact of Public Sector Reforms on The Performance of Central Public Enterprises in India (ICSSR New Delhi), 26-27th Feb. 2012
- ASC Refresher Course in Academic Staff college (DAVV Indore), 16th February 2012
- ASC Refresher Course Introduction to Microteaching –Practice of Questioning Skill (DAVV Indore), 16-18 Feb. 2012
- National Orientation Program for Nursing Trainees “Questions based on different levels of Cognitive Domain. (Choithram College of Nursing, Indore), 25 Sept. 2011
- State Level Seminar Introduction to Micro-Teaching (Saraswati Shiksha Mahavidyalaya, Ujjain), 13 Sep. 2011
- National Workshop on Research Methodology in Social Sciences (ASC DAVV Indore), 3-4 March, 2011,
- National Workshop on Research Proposal Writing (Dept. of Education, North Maharashtra University, Jalgaon.), 22-28, Feb. 2011,
- State Level Seminar on Models of Teaching (SOE DAVV Indore), 18th & 19th February 2011
- State Level Seminar on Models of Teaching (SOE DAVV Indore), 28th to 30th November 2009
- National Seminar Innovative Practices For Preparing Micro/Macro Lesson Plans in the Present Scenario (Dept. of Education, S.M.C.L.Kaka Girls P.G. College, Sikandarabad, UP), 18 Oct. 2009
- National Level Development of Training Material for the Orientation of DIET Personnel of Maharashtra and Goa States on Constructivism and Critical Pedagogy (RIE Bhopal), 31 Aug-04 Sep. 2009

List the journals in which the faculty members have published papers in the last five years.

S. No	Name of Journal	S. No.	Name of Journal
1	Proud Shiksha	22.	Veena
2	University News	23.	Modern Educational Research in India
3	The Educator	24.	Educational Herald
4	Indian Journal of Teacher Education: Anweshika	25.	Research Link
5	Journal of All India Association for Educational Research	26.	BENOPRIN
6	Bhartiya Aadhunik Shiksha	27.	Shiksha Mitra
7	Indian Journal of Psychometry and Education	28.	Varadaman Mahaveer Open University, Kota
8	MERI Journal of Education	29.	Challenges of Universalization of Elementary Education
9	Psycho Lingua	30.	Unmeshini
10	Journal of Educational Studies	31.	Shivira Patrika
11	Teacher Today	32.	Quintessence of Research and References
12	Meston Journal of Research Education	33.	Wholistic Teacher Education
13	Edusearch: Journal of Educational Research	34.	Research and Development in Education
14	Learning Community	35.	Taxonomy of Educational Research
15	Edutrack	36.	Taxonomy of Educational Research, CASE
16	Journal of Educational and Psychological Research	37.	Towards Violence Free World: Role of Education
17	Journal of Advanced Education	38.	Developmental Challenges and Educational Determinism
18	Journal of Educational Research	39.	National Convention of Curriculum Framework: Strategies for Implementation
19	Miracles of Teaching	40.	www.educationonindiajournal.org

20	Educational Wave	41.	Rachna
21	Educational Quest	42.	Vidhya Megh

LIST OF RESEARCH PUBLICATIONS OF THE FACULTY AND PHD AWARDED (LAST FIVE YEARS)

	Name	Designation	Research Papers	Books/Chapters in Books	Tool Publication	PhD awarded
1.	Dr. S. K. Tyagi	Prof.& Head	10	01		04
2.	Dr. H.R. Pal	Prof.& Dean	29	07		06
3.	Dr. A. Dubey	Professor	12	02	01	05
4.	Dr. M. Buddhisagar	Professor	09	06	03	03
5.	Dr. R. Mishra	Professor	05	01		01
6.	Dr. K. Agnihotri	Associate Professor	06	-		01
7.	Dr. L. Shinde	Associate Professor	08	-		-
8.	Dr. M. Varma	Assistant Professor	10	03		-
9.	Dr. R. Hurmade	Assistant Professor	01	-		-
10.	Mr. M. Bamniya	Assistant Professor	-	-		-
11.	Mr. Avtar Singh	Assistant Professor	15	03		-
12.	Dr. D.N. Sansanwal	Rtd. Professor				06
13.	Late Prof. A. Joshi	Professor				03
14.	Dr. S. Vaidya	Rtd. Professor				02
15.	Dr. P. Singh (Faculty-EMRC)					01
			105	23	04	32

FACULTY NAME: DR. S. K. TYAGI
DESIGNATION: PROFESSOR & HEAD

RESEARCH PAPERS

1. Tyagi, S.K. & Joshi, Neeraj :Kaksha Aath ke Vidyarthiyon ki Jyamitiya Sankalpanaon ke Avbodh me Kamiyan, *Journal of Educational Studies*, Vol. 7, No.2, 2009, pp.72-78, Allahabad, ISSN:0973-0982
2. Tyagi, S.K. and Tiwari, Kavita :Peer Assessment: Innovative Technique for Changing Goals of Higher Education, *Indian Journal of Psychometry and Education*, Vol.40 (1&2), 2009, Patna.
3. Tyagi, S.K. and Joshi, Neeraj :Kaksha Aathvin ke Vidyarthiyon ke Jyamitiya Avbodh par unki Prashtbhoomi Visheshtaon ke Prabhav ka Adhyayan, *Journal of Educational Research*, Vol.1, No.2, Oct., 2010 ,pp.117-122, ISSN: 0976-1160
4. Tyagi, S.K. and Joshi, Neeraj :Kaksha Aathvin ke Vidyarthiyon ka jyamitiya avbodh aur unki prashthabhumi, *Educational Waves*, Vol.1, Issue IV, Oct.-Dec. 2010 ,pp. 92-95, ISSN:0975-8770
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DESIGNATION: PROFESSOR

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DESIGNATION: PROFESSOR

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DESIGNATION: PROFESSOR

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DESIGNATION: ASSOCIATE PROFESSOR

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DESIGNATION: ASSOCIATE PROFESSOR

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DESIGNATION: ASSISTANT PROFESSOR

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FACULTY NAME: DR. RAGHVENDRA HURMADE

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FACULTY NAME: MR. AVTAR JIT SINGH

DESIGNATION: ASSISTANT PROFESSOR

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BOOKS AND CHAPTERS IN BOOKS

1. Singh, A. & Mistry, H.: Accountability of Teacher Education For Rural Transformation: Issues, Concerns, Observations Reflections & Suggestion (chapter in Book), International Publication, 2012, Education for Rural Transformation Stockholm University, Stockholm Published (yet to receive a Copy)
2. Singh. A. & Ramchandani, S.: *Exploration into Constructo-Reflective Practices in Classrooms- Some Observations* (chapter in Book), 2008, Active Learning: Making Learning More Enjoyable and Productive, Pg. No. 56-75, Ahmadabad Management Association, Ahmadabad, ISBN: 81-7457-369-3
3. Singh. A.: Attitude of future teachers towards Continuous Internal Assessment, ISBN: 978-3-659-36365-8
5. Give details of the awards, honors and patents received by the faculty members in last five years.
 - Dr Shankar Dayal Sharma Srujan Samman 2007 (2010) to Prof H.R.Pal
6. Give details of the Minor/Major research projects completed by staff members of the institution in last five years.
 - Completed SAP DRS Phase II from 2004-2009.
 - SAP DRS Phase III in progress from 2009-14
 - IASE in Education granted in 2012.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

Yes, the faculty members of School of Education offer consultancy in their areas of expertise to Schools, District Institute of Educational Training (DIETs), Colleges of Teacher Education, State Council of Educational Research and Training (SCERT) Rajya Shiksha Kendra (RSK-MP), State Resource Centre (SRCs), University Departments, Regional Institute of Education (RIEs) and other apex bodies of Education. Workshops, Seminars/ Refresher Course on research and use of SPSS are conducted for faculty, research scholars and students of various disciplines studying in college and the universities. Seminar/workshops are also organized in areas such as Guidance and Counseling, Curriculum Development, Educational Policy and Planning, Micro Teaching and

Models of Teaching, Measurement and Evaluation, Environmental Education and Inclusive Education.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, the staff members are competent to undertake consultancy in areas like, Microteaching & Models of Teaching, Information and Communication Technology, Research Methodology, Statistics & use of SPSS, Educational Measurement & Evaluation, Experimental Designs, Advanced Statistics, etc. The Faculty members of SOEd are invited to provide their expertise in the Seminars and Workshops organized outside SOEd.

The faculty members are well recognized among the educational fraternity of the State and the Nation. Further steps initiated by the institution to publicize the available expertise are: hosting the detailed Curriculum Vitae of Faculty Members including their areas of specialization and major contribution on University's website, publishing brochure of information of the institute and word of mouth.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff members and the institution?

About Rs. two lakhs have been earned by the Department through the consultancy. The revenue is being generated through fees collected from the participants.

4. How does the institution use the revenue generated through consultancy?

The revenue generated is being used for purchasing books, giving reading materials to the participants, providing refreshment and meeting contingent expenditure. It is also used in augmenting the research infrastructure of the School of Education.

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The School of Education has been organizing extension/outreach activities which directly benefit the community. Some of these are:

- Workshops/Seminars for the benefit of faculty/Research fellows of Colleges and Universities
- Computer Awareness Program for Slum and Rural area children
- Training program for Tailoring for Rural women at Gandhi Nagar, Indore,
- Environmental awareness campaigns
- Breast cancer awareness program
- HIV AIDS awareness programs
- Skit & Poster competitions on gender issues, Nukkad natak and Poster competitions at strategic points in the city were conducted on female feticide
- Cleanliness drives
- Poster rallies through streets
- Career counseling in rural schools
- Pre marriage counseling for college girls
- Visit to Special Schools, Old age home, Barli Gram, Matru Chhaya

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

School of Education gets all support for conducting various activities like Practice teaching program, Projects, Dissertations and experiments by the faculty and students. The Department also uses the feedback of community members, the eminent citizens of the town and stake holders in reviewing and modifying its academic programs. The services of the experts available in the community are also harnessed by way of arranging interactions with faculty & Students.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

School of Education is planning to further extend its outreach programs in the areas of Female/Adult Literacy, Gender Issues, Health & Hygiene, Computer training programme for rural and slum dwellers. It is also planning to organize Computer Skill Development Program and Teacher empowerment program for school/college teachers of tribal areas.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Yes, a good number of programs have been completed by the institution relating to the community development in the last five years.

- Twenty students from slum area underwent training in MS-Office 2000. Out of 20 students, there were 15 girls and 5 boys. For the

first time boys joined this programme. It indicates that the programme is becoming popular among slum children because it helps them in gaining competency in use of computer that ultimately makes their future job prospects brighter. It has helped in establishing linkage of the University with Community / Society. This program is still continuing.

- One month practice teaching program in rural School. For the first time one month Practice Teaching was done outside Indore city. It was organized at Mhow. Now it is a regular feature of School of Education.
- Computer Literacy Program in Rural Areas was organized for 8th Class girl's students from Hatod. They were taught Paint Brush. They were also given training in use of internet. For this they were brought to the Institute of Education, Devi Ahilya Vishwavidyalaya, Indore. Along with students, Teachers also came along and they also learnt the use of internet, especially e-mail.

5. How does the institution develop social and citizenship values and skills among its students?

The students take part in different activities of schools when they go for School Experience and Practice Teaching. Students undertake Cleanliness drives, Awareness campaigns, poster marches, nukkad nataks, tree plantation drives and lots of other activities aimed at developing civic sense and spirit of obligation to the society. Films are also screened for Students with a view to develop values among the students. They also celebrate important national and international days. All this helps in the development of social and citizenship values.

3.5 Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The National level organizations with which the linkages have been established are as follows:

S.No	Name of Organization	Benefit from the Linkages
1.	National Assessment and Accreditation Council, Bangalore	<ul style="list-style-type: none"> • Learned best Practices adopted by other Institutions of Higher Learning • Understood the Criteria of assessing Quality in Higher Education

		<ul style="list-style-type: none"> • Got opportunity to interact with Experts of higher Education
2.	National Council for Teacher Education, New Delhi	<ul style="list-style-type: none"> • Participated in the assessment of Colleges/ Departments of Education for recognition by NCTE • Attended conferences organized by NCTE
3.	NCERT, New Delhi	<ul style="list-style-type: none"> • Attended different conferences organized by NCERT • Updating the Knowledge and competency
4.	UGC, New Delhi	<ul style="list-style-type: none"> • Resource Persons in ASC's UGC • Opportunities to visit places and interact with different academic experts
5.	MHRD, New Delhi TISS, Mumbai	<ul style="list-style-type: none"> • Got opportunity to interact with experts in Education in connection with Joint Review Mission (JRM-IASE) • Resulted in enhanced understanding of Govt. policies in the field of education
6.	IGNOU	<ul style="list-style-type: none"> • Evaluated Dissertation work/conducted technical sessions for IGNOU • Got to know the thrust area of research at National Level
7.	Central & State Universities	<ul style="list-style-type: none"> • In the capacity of Subject expert in RDC & Board of Studies got chances to visit other places & interact with academicians. • Examining, Designing courses for other universities helped in national perspective • Examined Ph.D. thesis of many Universities. Viva Voce Examination provided opportunities to interact with Departmental faculties resulting in professional growth

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Faculty attended International Seminars/Workshop thereby getting opportunities to interact with foreign delegates. Faculty members also published research in International journals and hence got exposed to research work at International levels.

3. How did the linkages if any contribute to the following?
- Curriculum Development: Upgraded and Enriched
 - Teaching: Improved
 - Training: Became more effective
 - Practice Teaching: Improved
 - Research: Strengthened
 - Consultancy: Extended
 - Extension: More activities were undertaken
 - Publication: More papers were published
 - Student Placement: Improved

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

School of Education organizes workshops for teachers in areas like Paper Setting, Teaching of Concepts, Developing Inquiring Mind, Development of Reasoning and Thinking etc. Training programs to impart Computer Skills to Rural & Slum area students have been conducted. School of Education enjoys synergic relationship with Colleges of Teacher Education, Other Departments of Education and Schools. Its faculty acts as resource persons in Seminars/ Workshops organized by these institutions. The Institute also organizes workshops and seminars for faculty of University Departments, College teachers and School Teachers.

The faculty of School of Education is also involved in recruitment of teachers for schools & colleges. It also helps colleges to work as per Regulatory Body's norms.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, the staff members are assigned the schools for practice teaching. They go to schools and plan in consultation with the Principal and Teacher of concerned school. The concerned subject teachers are consulted for content selection, planning and carrying out activities in

coordination with them. The school teachers are also encouraged to observe the lessons and give feedback.

6. How does the faculty collaborate with school and other college or university faculty?

School of Education has organized many workshops for University & College faculty in the area of Research Methodology, Statistics and use of SPSS, Models of Teaching & Micro Teaching and Curriculum Development, Communication Skills, Research Report Writing etc.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

For improving the quality of Research, Consultancy and Extension activities, the School of Education has organized many training workshops and has provided expertise in Seminar/ Workshops organized by other agencies. The teachers have attended National & International conferences and have presented Research papers. Its faculty members have undertaken research in thrust areas and have published books & research papers. Students have been helped to qualify UGC NET and JRF. Community Training & Awareness programs have also been conducted.

UGC NET/JRF Examination qualified Students

Year	UGC JRF	NET	Total
2008	04	08	12
2009	02	01	03
2010	-	03	03
2011	02	08	10
2012	01	27	28
Total	09	47	56

2. What are significant innovations/good practices in Research, Consultancy and Extension activities of the institution?

Already a Department of Research Supported by UGC, it has also been upgraded recently into Institute of Advanced Studies in Education (IASE) by MHRD. The School of Education enjoys 'A' grade by National Assessment & Accreditation Council (NAAC) for its quality

oriented teaching-learning, research and extension activities. School has National leadership and specializes in Microteaching, Models of Teaching; Activity based curriculum, Feedback strategies and innovative testing practices and development of Instructional materials in print and electronic form. E-Lectures, Modules, Online Teaching Learning Resources, Online Assessment, Peer/Self Assessment, Open Book/Crib Sheet, Multiple Discriminant type test Items, Development of research tools are some of the innovations that reflect good practices in Research, Consultancy and Extension activities of the institution. School of Education has sound infrastructure for excellence in research. The library has 73 Encyclopedias, 06 Educational Surveys, 685 back volume of journal. It subscribes to 27 journals of repute. Students can access online 5586 + 8000 e-journals available with central library of the University. The Department is also in possession of 209 published research tools including Tests, Scales, and Schedules. 105 research publications (inclusive of research tools) and 23 books have been published by faculty members and 30 PhDs have been awarded in the last five years. It speaks of its research potential of the department. In the five years under consideration, School of Education has produced a pool of 09 JRF's and 47 UGC NET qualified research aspirants.

Additional Information to be provided by Institutions opting for Reaccreditation/ Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

The first assessment report gave following evaluative observation/recommendations:

- Managing and mentoring for affiliating colleges
- No journals for highlighting the innovations of SOEd
- Support of alumni and stakeholders by SOEd

The follow-up actions by School of Education on the aforesaid suggestions are as under:

- For Managing and mentoring for affiliating colleges
 - A number of workshops/seminars were organized in School of Education for the benefit of the faculties of the affiliating colleges
 - The faculties of SOEd acted as resource persons/chairpersons in the capacity building and skill enhancement/ workshops organized by affiliating colleges

- Mentoring of the affiliated colleges during Local Inspections, faculty selections and visits is undertaken by the senior faculties of SOEd
 - The faculty of SOEd publishes research and innovation in the reputed professional journals of the country. The SOEd is nevertheless planning to start its own journal in recent future
 - For Support of alumni and stakeholders by SOEd
 - An alumni association has already being established and is functional
 - An Alumni meet was organized to discuss the areas of professional cooperation between the alumni and *Almamater*
 - A number of outreach/community programs on health and hygiene, enhancement of computer skills of slum/rural children, environmental awareness campaigns/rallies, poster exhibitions/competitions on social issues etc. were organized.
 - A number of workshops/seminars were organized in School of Education for the benefit of the faculties of the affiliating colleges
2. What are other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are as under:

- Two UGC sponsored National Seminars have been conducted on the thrust area of ICT in Education
- One UGC sponsored National level Workshop on Research Report Writing in Social Science has been conducted on March 15-17, 2012
- National level Workshops on Advanced Statistics and Use of SPSS, Micro Teaching and Models of Teaching have been conducted
- 105 research publications (inclusive of research tools) and 23 books have been published by faculty members since 2009
- 32 PhDs have been awarded in the last five years
- The SOEd produced 09 JRFs and 47 UGC-NET qualified during the period under consideration
- Research infrastructure has been strengthened by way of purchase of Text-books, Reference books, Encyclopedias, LCDs, Computers, Printers, Scanners, Laboratory Equipments
- Holding entrance examinations for admissions to M.Phil. and Ph.D. (Education) programs

- Instituting one semester Pre-Ph.D. course work comprising of Research Methodology and Computer Application courses as a prerequisite to Ph.D. registration
- Organizing weekly departmental Seminar for interaction among faculty, research scholars and outside experts
- Designing a two semester Course on Qualitative Research Approaches in Education for M.Phil. program
- Adding Qualitative Research inputs in the existing Research Methodology Course of M.Ed. program
- Completing a number of projects involving use of ICT for benefiting community

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure.

Yes, School of Education is a University Teaching Department of Devi Ahilya Vishwavidyalaya, Indore. It shares the common facilities like playgrounds for different sports, auditorium, central library facilities, parking areas, canteen, garden, computer laboratories etc. with the parent University. Apart from these shared facilities, Department has its own Physical and Instructional Infrastructure as per NCTE norms.

The School of Education has sufficient number of classrooms, Seminar hall, Head's room, Office, Store-room, Individual Teacher's Cabins, Research Cell and different laboratories. Details of physical infrastructure of different laboratories are as follows:

- Educational Technology Laboratory:

(4) OHP	(2) VCR	(10) Mikes
(1) Epidiascope	(2) Video Camera	(1) Screen
(1) Film Projector	(4) Tape Recorder	Maps and Charts
(3) Slide Projector	(15) Films	(115) Cassettes
(3) Television	Lights and Sound equipments	

- Psychology Laboratory:

The psychology laboratory has 209 Psychology tests including Verbal, Non-verbal and Performance tests, Scales, Batteries, Questionnaires, Schedules and Case study Performa.

□ Computer Laboratory & ICT Laboratory : AC (3)

41 computer with Internet	1 mounted LCD Projector	2 Printer cum Copier
1 laptop	1 large Photocopier	1 printer only
1 portable LCD Projector	3 printer cum Copier cum Scanner	

□ Guidance and Counseling Laboratory:

Guidance and counseling laboratory has 17 equipments with multiple sets and 15 Psychological tests with Manuals to perform various Guidance and Counseling assessments

□ Science Laboratory:

- Biology Laboratory
19 Specimen, 7 model (3 D), 11 Models (2 D), 19 types of glassware and other articles, 04 Microscope
- Chemistry Laboratory
15 types of Glassware, 22 types of Chemicals (powder), 14 types of Chemicals fluid, Burette stand/ tripod stand, First aid box
- Physics Laboratory
31 types of articles, Total 224 articles
- Mathematics Laboratory

Geo-Boards (4), Tangrams (5), Shapemakers (40), Students Made Models(), Geometrical Foam Shapes (34), Wooden Items (35), Books (41), Laboratory Manuals (3), Plastic kits (27), Cross word puzzles (3), Mathematical Activities (2) Hanoi Tower (2), Match Stick games (3), Egg puzzles (5), Place value kit (3), Percentage cards (2), Mathematics Exhibition reports (28), Mathematics Geometrical Box/kit(2), Factorizing kit (2)

□ Recreational Room/Shed

Shed (1), Stage (1), Working Tables (5), Display Boards (3), White Board (2)

- Facilities and equipments for Work Experience
 - Horticultural Aesthetics

Genti (15), Spades (20), Axe (2), Tagari (15), Jhare (4), Buckets (4), Khurpi (15), Brooms (10), Siketeer (2), Budding Knife (2), Saw (1), Rope -50 ft, Grass cutter (3), Belcha (2)
 - Sewing and Embroidery

Sewing Machines (3), Cutting Tables (1), Tailoring Kit (2)
 - School Magazine

Wall Magazine Boards (5)
 - Library Science

Students' Library 'Gyan Sarita' having 251 books
- Furniture: Adequate furniture to meet the requirements of classroom with 300 sets of Study tables and chairs. Sufficient office tables, Almirahs, computer tables, chairs and laboratory furniture are there in the Institute. Library is also equipped with seating arrangement of 100 students.
- 12 KV Generator
- Vehicle: one RTV van

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The Institute keeps on purchasing new Books, Equipments, for different laboratories, infrastructure for introducing new courses and programmes to keep pace with the changing world. The School of Education gets Plan and Non-Plan funds from UGC, MHRD, University and other funding agencies for the infrastructure.

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The University has good infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports for students of all Departments of the University. For co curricular

activities and extracurricular activities central facilities of the University are:

- For Seminars/ Conferences/ Symposium
 - University Auditorium
 - Conference halls of : (i) EMRC (ii) IMS (iii) SCSIT (iv) School of Economics (v) Recreational Room/Shed- SOEd (vi) Activity room- SOEd (vii) Seminar hall- SOEd
 - Canteen facility:
 - (i) ICH -University Canteen I (ii) University Canteen II

- For Games and Sports:
 - University playgrounds (for outdoor games)
Football, Cricket, Hockey, Volleyball, Basket ball, Hand ball, Athletics
 - Gymnasium hall (for Indoor games)
Table tennis, Badminton, Body building
 - Yoga Centre

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

Other common facilities availed by School of Education are being listed below:

- University Health Care Centre
- Central Library
- Student welfare and Grievance cell
- Information and Communication Unit
- Interdepartmental facilities
- Auditoriums (University, EMRC, SOE, IMS and SCSIT)
- Post office facility
- University playgrounds
- Xerox center
- University Canteen
- University hostel Campus (Boys and Girls separately)
- University Garden
- University branch of State Bank
- Shishu Vihar/ Day Care Centre

- Yoga Center

On the other hand, the building of School of Education is shared by other Departments also viz. School of Social Science and School of Lifelong Learning. Also various examinations of University, State and National level are organized in the Department.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

School of Education maintains hygienic washrooms separately for male and female students, teaching and non-teaching staff. The facilities of University "Health Care Center" are also utilized by the Department. The University campus houses two canteens, one Indian Coffee House (ICH) and one university canteen, which is used by students and faculty of the Department. Snacks and lunch in Seminars, Workshops and Refresher Courses are arranged from ICH.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes, the students of School of Education share common hostel facility of the University. University has well-furnished separate four hostels for boys and five for girls where students are admitted on first come first serve basis.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

The budget allocation for maintenance is as follows:

S.No.	Item Head	SAP	XI plan	University Funds
1.	Building	8.0 lacs		
2.	Laboratories	3.0 lacs		
3.	Library - Books and journals	5.0 lacs	5lacs	
4.	Furniture			

5.	Equipments and Computers	7.0 lacs	5 lacs	
6.	Transport/Vehicle	5.0 lacs		

The building is being maintained by engineering section of the University. For rest of the items, there is no restriction on allocation and utilizations. School of Education has its own Vehicle and Generator. Both are being maintained by School of Education for the SAP-DRS (Phase III) grants received from the UGC, New Delhi.

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

Institutional time table and academic calendar ensure opportunities for students to optimally utilize the available infrastructure facilities. The students are divided into sections and small groups. They are allotted time slots for using the library and Laboratories.

3. How does the institution consider the environmental issues associated with the infrastructure?

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 (Refer to Outreach activities listed earlier).

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, Mrs. Swati Majumdar (M.Lib.), the qualified librarian is managing the Departmental library. There are three other staffs in the

library- Mr. Rajendra Mishra (Counter Clerk), Mr. Dehru Bega (Lab. Attendant), Mrs. Vimla (Helper). Apart from this students studying an optional work experience course of Library Science also lend support in the library functioning.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

The School of Education has about 20,000 books with more than 6000 titles. Internet facility of 100 mbps speed is also available. The detail of Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources are as follows:

S.No.	ITEMS	QUANTITY
1	Total Number of books	18697
2	Text books	14297
3	Reference books	3600
4	Titles	6000
5	Journals [university web site] Online e-journals	27 + 5586 8000
6	Back Volumes of Journal	685
7	Encyclopedia	73
8	Educational Surveys	6
9	Dictionaries	30
10	Hand books	25
11	News Papers	5
12	Magazines	3
13	Ph.D. Theses	78
14	M.Phil. Theses	122
15	M.Ed. Theses	645
16	Educational Videos	10
17	CD-ROM	34
18	Video Graphed Lectures	28

* 20,000 include gifted books.

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

The librarian communicates the new publications announced by renowned publishers to the Faculty members. The Faculty members examine the books/catalogues and suggest list of books to be purchased. The entire Faculty takes decision regarding books to be purchased in their areas of interest and expertise. Purchase of books is then made as per University rules.

4. Is your library computerized? If yes, give details.

It is being computerized by using the common software SOUL as used by University Library so that common database is developed and shared.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

- The library has one computer, participates in resource sharing networks/consortia (like INFLIBNET) through Central Library and enjoys Internet facility with band width of 100 mbps
- For staff photocopier and printer facilities are available.
- Numerous reprographic facilities available in the proximity of the Department are availed by students on payment.

6. Does the institution make use of Inflightnet/Delnet/IUC facilities? If yes, give details.

Yes, School of Education uses Inflightnet and online journal facility of the University Library. The University has subscribed to 5586 + 8000 e-journals of National and International repute which are free for all concerned students and faculties.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The Library functions on all working days, that is, from Monday to Saturday. The timings are from 10:30 AM to 5.30 PM. During examinations and dissertation submissions, the library remains open on Sundays and other holidays too.

8. How do the staff and students come to know of the new arrivals?
- The jackets of new arrivals are put on the dissemination board of the library.
 - Teachers give references (old and new) to the students during their Class-Teaching.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the Book bank facility is available in the Gyan Sarita library (a common collection of the books shared by the students opting Library Science). This stock is being maintained by the students and remains at disposal for everyone.

10. What are the special facilities offered by the library to the visually and physically challenged persons?
- Big font size print materials are provided
 - University's centralized library facilities have the modern technological support facilities like Jaws, Brail Printer, Audio book, Sound Printer facilities etc. for visually challenged person

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensures the optimum use of the facility.

The School of Education is having well equipped Computer laboratory and Internet facility on all terminals with 100 mbps Internet connectivity. Each teacher is given Computer with Internet connection. The entire ICT facilities are listed below:

- 40 computer with Internet
- 1 mounted LCD Projector
- Printer cum Copier
- 1 laptop
- 1 large Photocopier
- 1 printer only
- 1 portable LCD Projector
- printer cum Copier cum Scanner
- 1 computer non linear editing system

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included. Yes, the SOEd provides for imparting computer skills to every student

- Information and Communication Technology is one of the compulsory papers at B.Ed. level.
- Practical exercises are conducted in this course for sharpening the computer savvy Skills of students.
- M.Ed. students also are given training in the use of SPSS, searching researches on ERIC and similar websites, etc.
- M.Phil. and Pre-Ph.D. course work have the one compulsory paper on Computer Applications.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The B.Ed., M.Ed., M.Phil. and Ph.D. Course works Curriculum are uploaded on the website of the DAVV, Indore. Computers are being used in teaching- learning, evaluation, admissions, administration, curricular planning etc. The students and faculties are conducting researches related to ICT. The results are processed with the help of computers using software developed by our students. Both students and teachers frequently use OHP and LCD Projectors during seminar and teaching. Encyclopedia Britannica, Encarta, E-lessons, Documentaries, Educational Films, Recorded lessons of Eminent persons from Education and allied fields, Developed e-content, Computer based testing are used during the teaching learning process.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

- Student teachers are developing power point presentations, models, charts, lesson plans, etc. and using the same during teaching-learning process. Also they make use of technology in searching content, arranging content, making models, etc.
- Video enabled feedback mechanism helps in self evaluation during practice teaching
- Online students' feedback mechanism is developed under the SAP DRS Phase III program.

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information

technology resource in education to the institution (beyond the program), to other institutions and to the community.

- The vehicle of the School of Education is being used by the University administration whenever needed. The students from the Slum areas and schools situated in rural areas are using the Computer Laboratory of School of Education. A part of building of the School of Education is being shared by School of Social Science and School of Life Long Learning.
 - E-content, Video content developed by Institution is available for all stakeholders.
 - Department library can be used by anyone with prior permission.
 - Online Sixth Survey of Research in Education is available on <http://www.eduresearch.dauniv.ac.in/>
2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Teacher educators are using the available audio-visual facilities and materials in teaching. It is also being used by the student teachers while they go for Practice Teaching. E-contents are also developed and used for teaching and research. Expert lectures are also utilized for enhancing the students' understanding.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

General and Methods Laboratories with their incharges are:

Laboratories	In charge
Guidance and Counseling Laboratory	Dr. K. Agnihotri
Science Laboratory	Dr. M. Varma
Mathematics Laboratory	Dr. A. Singh
Computer Laboratory	Dr. L. Shinde
Psychology Laboratory	Dr. R. Hurmade
ICT Laboratory	Dr. S. K. Tyagi
Educational Technology	Dr. R. K. Hurmade

The in-charge Teacher Educators of different laboratories are responsible for their maintenance and optimally utilizing the facility for the purpose of conducting practical work.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The University has created some common facilities that can be used by different departments of the University for Seminar/Workshops, Music and Sports. The School of Education has a vehicle that is used for School Experience, Practice Teaching and for bringing the slum and rural school students to the Department for teaching them Computers. The University has good infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports for students of all Departments of the University. (Referred in this section 4.1 Question 3)

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Seminar hall is equipped with mounted LCD projector, Screen, Computer unit with Internet and Public address system. There is another portable LCD projector and projection screen to be used by faculty members.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

Different teachers do use diverse strategies of instruction. Reflection on these diverse methodologies of teaching is done by way of discussion in the faculty meetings, team teachings and making presentations through seminars/workshops. The teachers model these practices once they get convinced of their utility and effectiveness.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Innovative Practices related to the use of ICT resulting in enhancement of quality are:

- Management Information System using website of the Institute
- On line B.Ed admissions at M.P Higher Education Level
- Use of ICT based Open learning resources by teachers and students (kindly refer to Teaching-Learning and Evaluation)
- Development of digitalized teaching learning resources (kindly refers to Research Consultancy and Extension)
- Use of ICT blended teaching

- Video graphed lectures of expert
 - Use of Examination Result Management System (ERMS) for processing results and preparation of Grade Cards
 - Use of Educational videos/films for personality development and value orientation of students
 - Computer based testing
 - Computerized students feedback on curriculum and teaching
 - Teacher training using video enabled peer and self feedback
 - Web based instructional exercises for development of concept
 - Computer training programs for slum and rural school children
 - Automation of work in office, library and laboratory
3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

Well furnished Educational Technology laboratory with state of the art teaching equipments. Students learn the use of OHP, Slide Projector for the presentation of lesson. They use various e-learning materials from the internet for the purpose of accomplishment of assignments, projects and research related tasks. M.Ed. students are trained in the use of SPSS for the data analysis in their research work.

Video recording of Experts lectures are prepared for the purpose of generating e-resource material which are exploited by the students and faculties for the learning enhancement.

Various testing software are utilized by the Faculties for the computer based evaluation, for example use of digitalized testing software on Research Methodology as well as online tests. In Micro-teaching practice, video recorded feedback is provided to the student as well as students also encourage taking self feedback through it.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

The evaluative observations/suggestions made under *Infrastructure and Learning Resources* in the previous assessment report were as under:

- Cleanliness and upkeep of campus
- Provision of good infrastructure
- Computer laboratory to be upgraded
- Speed of internet to be improved
- Filling of teaching posts

- A studio to be established for developing quality instructional materials

The point wise response to above observations/ recommendations is as follows:

- One of the front garden of SOEd, has been developed by Horticulture group of B.Ed. students while another garden is in the process of development. The proposal for renovation of SOEd building is under consideration of university
- Purchase of new furniture, display boards, computers, computer tables, cupboards, printers, books/journals have been made to augment institutional infrastructure
- 100 kbps internet speed is provided by the ICT centre of the university
- Five faculty posts have been filled up since 2009
- Quality instructional materials in the form of module, e-lectures, video-lectures, power point based instructional materials, CAI, have been developed using the technology available with SOEd. The institution plans to develop educational resource centre with the funds of IASE and UGC-SAP

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources are as under:

- Organizing National Seminars in the Thrust area of ICT in education and Data Analysis using SPSS under UGC (SAP-DRS phase III) project
- Adding to learning infrastructure by way of purchase of Text-books, reference books, Encyclopedias, LCDs, Computers, Printers, Scanners, Laboratory Equipments
- Developing video-graphed lectures of eminent educationists, development of e-resources, Modules, CAIs, Computer Based Testing (CBTs), developing test-items on Research and Statistics
- Making extensive use of ICT in Admissions, Administration, Examination, Information-dissemination, Placement etc.
- Making frequent use of ICT mediated Teaching-Learning, Paper presentations during seminars and workshops, Paper setting, Result Processing
- Organizing training in use of Information and Communication Technology in Education and Research

Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

There is provision to ensure students' preparedness for the programmes. Orientation sessions are invariably organized for all programs in both semesters. The induction program in the first semester is usually of 4-5 days, while in the second semester it is of relatively shorter duration spanning 1-2 days. Students are helped to feel at home and are introduced to the history & culture of the Institute, the Institutional complex including class rooms, laboratories, and library; the instructional facilities available, the human resources of the department- teaching & non-teaching staff, the research and project fellows, the course structure, the examination system, the attendance and general rules of conduct in the Department. They are helped to form their choices of elective courses. They are also shown motivational educational videos/films for inspiration, exhortation & value orientation.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The campus remains abuzz with diverse events and activities viz. admitting, inducting, pre-assessing, teaching, testing, mentoring, enriching, motivating for excellence, conferencing, field visiting, Guidance and Counseling, training/ internship, placement and graduating going on round the year. The students get all the help from faculty, non-teaching and the support staff of the Institute to make the tenure of their studies a fulfilling experience of their life. Summing up the aforesaid, the flexible and transparent Institutional climate itself supports the motivation, satisfaction, development and performance improvement.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Ordinarily, students do not drop out of the programme during the session. However, around 12.6 percent dropout is there due to illness (medical grounds) or other personal reasons. Teachers motivate students

to complete the session. For this they provide special attention to students and try to solve their problems. The relevant details for the last five sessions are as under:

Course	Year	Capacity	Dropout	Stagnation	Dropout (%)	Stagnation (%)
B.Ed.	2008-09	Zero session	nil	nil	nil	Nil
	2009-10	73	19	0	26%	0
	2010-11	150	10	3	6%	2%
	2011-12	132	13	0	9.8%	0
	2012-13	Session is on	nil	nil	nil	nil
M.Ed.	2008-09	20	4	1	20%	5%
	2009-10	20	04	0	20%	0
	2010-11	29	02	0	6%	0
	2011-12	29	04	0	13%	0
	2012-13	31	03	0	9%	0
M.Phil.	2008-09	04	0	0	0	0
	2009-10	05	02	0	40%	0
	2010-11	Zero session	nil	nil	nil	nil
	2011-12	Zero session	nil	nil	nil	nil
	2012-13	14	03	0	21%	0

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The School of Education gives One Hour per week exercises in Reasoning and Thinking. It helps them to perform well in competitive examination. Students are also given opportunity for sharpening communication skills for performing well in interview.

Accelerating sessions for high achievers are arranged regularly to help them to qualify UGC NET examination. For this, capacity building programs for NET aspirants of School of Education was planned in two phases in the preceding session.

PHASE I - May 16 to May 21, 2013

PHASE II - June 06 to June 12, 2013

The year wise number of NET/JRF clearants is as follows:

Year	NET	JRF
2008	8	4
2009	1	2
2010	3	0
2011	8	2
2012	27	1
Total	47	9

During the last five years nine students were able to qualify Junior Research fellowship of UGC while another forty seven qualified National Eligibility Test.

5. What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

Almost all M.Ed. students after passing get jobs in Colleges of Education or opt for M. Phil. / Ph.D. programme. About 70% of General category B.Ed. students get placed in private schools or government Departments. From the reserved category, 30 to 40% students are able to be gainfully employed in schools. About 20% of them go for higher degree.

Student progression	Percentage against enrolled			
	2010-11	2011-12	2012-13	2013
UG to PG	Nil	10% (03/29)	25.8% (8 /31)	46% (16/35)
PG to M.Phil.	No admissions	No admissions	10.1% (1 /11)	Result Awaited
PG to Ph.D.	RDC record	75% (22/29)	96% (24 /25)	NA
Ph.D. to Post-Doctoral	Nil	Nil	Nil	Nil
Employed Campus selection Other than campus recruitment	-	-	-	-
Entrepreneurs				

M.Ed.: 2011-2012: Placement/ Higher studies status

S.N.	Name	Present status	Contact
1.	Alifiya Ujjainwala	Ph.D Pursuing	alifya_2009@yahoo.in 9981106100
2.	Brahamaprakash Sharma	Umiya Kanya Mahavidyalay, Mandleshwar	bpsharma539@gmail.com 8878608155
3.	Chitra Singh		
4.	Durga Chouhan	M.B.Khalsa Mahavidyalaya, Labriyabheru, Indore	durgachouhan44@gmail.com , 9827515986
5.	Lavika Tugnawat	Kendriya vidyalaya, Neemach	8889090612
6.	Manjulata Dehariya		9479825449
7.	Neelam verma	M.B.Khalsa Mahavidyalaya, Labriyabheru, Indore	verma.neelam57@gmail.com , 9993908278
8.	Neeta Suryawanshi		9977141303
9.	Neeraj Singh	National Pioneer Collge Durgaganj, Pratapgarh, U.P.	09651895152
10.	Priyanka Thakkar	Shubhdeep College of Education,	mcg_87@yahoo.in 9425062576
11.	Rahul Narela Sahoo	Sarwati shiksha mahavidyalaya, Mandsour	8305382127
13.	Ranjana Upadhyay		upadhyayranjana1@gmail.com , 8602869823
14.	Ravi Bokhare	Shivkumar singh B.Ed. college, Rau, Indore	
15.	Reeta Khatarkar (Davande)		reetakhatarkar@gmail.com , 9425074101
16.	Rekha Boriwal		8349317886
17.	Renuka Ghoud	Govt. Mid. School, Goharganj, Obedullaganj	

18.	Ruchi Singh	Maharshi Institute of Profe stud,CAT Road rau	ruchisingh.singh87@gmail.com 9630164399
19.	Sapna Chhabriya	Ph.D Pursuing	sapna.c1973@gmail.com 9826621298
20.	Sapana Singh		sapna.singh21084@gmail.com 9713316806
21.	Shailendra Kumar	Sarswati shiksha mahavidyalkay, Ambikapur	9806534680
22.	Sharda Pal		9074247961
23.	Shraddha Hardiya	Ilva colege of Education, Lohamandi,Indore	9179141050
24.	Siddhi Sood	Ph.D Pursuing	siddhisood@gmail.com 9993448336
25.	Sunita Yadav	M.B.Khalsa Mahavidyalaya, Labriyabheru,Indore	9827057157
26.	Varsha Kapse	Ph.D Pursuing	

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, the Alumni may come and access the library and other resources after taking permission from the Head. E-content can also be easily accessed by the alumni from the website of the Institute.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes, though placement cell was activated in 2011-12, it is not expected to carry out placement activities on the scale that of an engineering college. Last year about 40 students participated in placement activities organized at School of Education and out of which three were able to get final placement in one of the Reliance School in Gujarat. English medium students doing internship in private schools are able to impress

the school principal and eventually get placed. Others get placed in Government schools.

College magazine cum placement brochure “Invictus” was published in 2012 to provide a platform to view the basic information about students by the Educational Administrators, Employers and other Educational concerns. The magazine cum placement brochure is able to allow a wider dissemination so as to accrue optimal benefits.

The advertisement for recruitment/ walk in/ contractual appointments for jobs in Educational Institutions of the vicinity are regularly displayed on the Notice Board for students’ disposal.

The Head and faculty members are in contact with many educational employers and are also approached by several Educational Administrators and Educational Managements for appointments in their institutions.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Poor response from the Schools of the town is the major problem which the Placement cell is facing. Government agencies have their own mechanism of recruiting teachers. Hence, the role of Placement cell is largely confined to honing the skills of the students to brighten their prospects of employability, Career guidance and placing the placement information at their disposal. Institution tries to publish its placement brochure so as to have a wider dissemination of the students’ profile.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, some of the practice teaching schools employ our students whenever vacancies arise. The Principals of schools do approach School of Education for appointing teachers. It is not out of place to stress that the product of School of Education is in great demand both within Indore and outside Indore.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Two of the Faculties, Dr. R.K.Hurmade and Mr. Mohan Singh Bamniya look after the matters of placement cell. They are provided all kind of help from the Department as and when it is required. They access the information regarding advertisements of vacancies and required qualifications.

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The School of Education 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. It has resulted in quality teaching and learning. Academic Calendar is also prepared every year and strictly followed. Curricular and co curricular activities are planned in the Staff meetings. Feedback of stakeholders is utilized for the improvement of Teaching Learning process. Internal and External audit of curriculum is being carried out regularly.

2. How is the curricular planning done differently for physically challenged students?

To meet with the needs of differently-abled students, various provisions are made in the curricular planning and implementation, such as providing extra time/Writer to the blind and Question paper printed in big font size to the low vision students. Orthopedically challenged students and expecting women are accommodated in ground floor classes. Provisions are made in the time table to provide extra support to the low achievers and enriched experiences to the brighter ones.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

Yes, each teacher is allotted definite number or a slice of students from each programme. One period, as tutorial, is allocated per week to discuss their academic difficulties and personal problems. Apart from classroom interaction, all teachers are mentoring students outside class room and counseling is provided to the academically and emotionally challenged students.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The institution has formalized mentoring by way of providing special slots for this purpose in the time-table. Separate cabins are available to the faculty for arranging personal interaction sessions with the

students. The groups are formed to cut across all courses horizontally as well as vertically. Thus problem solving becomes a collective brain storming activity ensuring inputs from batch mates as well as senior students.

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, school of education has a home page on the university website. The information related to courses run in the department, Course structure & fee, Admission notifications, Examination schedules and Results, Faculty profile, Students details, Alumni, Workshop/ Seminar, Faculty recruitment advertisements and Interview notices and E-resources are uploaded on the Institutional website. The information is updated periodically through computer center of the University.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, the individual teacher arranges remedial programme as per the need of students. Special slots are made available in the time-table for this purpose. Help of UGC fellows, advanced learners of the class is also utilized in the process of Remediation. Extra classes are arranged by teachers to facilitate students' learning.

7. What specific teaching strategies are adopted for teaching?

(a) Advanced learners and (b) Slow Learners

Normally teachers use different methods of teaching, such as, Lecture Method, Activity based Method, Project Method, Seminar Method, etc. The teaching aids and power point presentation are also used to cover varied interest of students. Advanced learners are encouraged in taking responsibility of offering peer tutoring to slow Learners. Supplementary instructional materials are also provided by teachers to slow learners. Similarly, enriched exercises are provided to the advanced learners. Students are given web resources to be consulted at their homes for strengthening learning.

Web Links for M.Ed., M.Phil. and Ph.D. Course Work in Advanced Statistics:

Web Links	Topics
1. http://www.youtube.com/watch?v=B0ABvLa_u88	Introduction to Levels of measurement
2. http://www.youtube.com/watch?v=04jnZdrcw8w	Level of Significance in Hypothesis Testing
3. http://www.youtube.com/watch?v=cW16A7hXbTo	Hypothesis Testing (p-value method)
4. http://www.youtube.com/watch?v=qV-WoquC4dA	Introduction to ANOVA
5. http://www.youtube.com/watch?v=51QZa7b0Ozk	Example on One Way ANOVA
6. http://www.youtube.com/watch?v=P7C-Pf9QAX0	Testing of Hypothesis
7. http://www.youtube.com/watch?v=FHT6e_mdGoU	Type I and II Error
8. http://www.statisticslectures.com/topics/testforindependence/#video	Chi-Square Test for Independence
9. http://www.statisticslectures.com/topics/testforindependence/#video	Mann Whitney U Test
10. http://www.statisticslectures.com/topics/onesamplet/	One Sample t-Test
11. http://www.statisticslectures.com/topics/independentsamplet/ and http://www.youtube.com/watch?v=jyoO4i8yUag	Independent Samples t-Test
13. http://www.statisticslectures.com/topics/goodnessoffit/	Chi-Square Goodness-of-Fit Test
14. http://www.youtube.com/watch?v=CRyoXkxObsA	Wilcoxon Signed-Ranks Test

Web Links on De-Schooling and Alternative Schooling

1. Deschooling society
<https://www.youtube.com/watch?v=ZUoYAj7Nosg> 5.53 mts
2. Education is not same as schooling
<https://www.youtube.com/watch?v=Omx5KrRVkMc&list=PL2F5C3D9CFA1D6F0>
3. The Unschooling videos

<https://www.youtube.com/watch?v=AH24Gpm1Ty0&list=PL2F5C3D9CFA1D6F0>

4. Rabindra Nath Tagore -Documentary by Satyajit ray
<https://www.youtube.com/watch?v=SPqQ7-XuLeA> 51.22 mts
 5. A School in the Cloud-Sugat Mitra
<https://www.youtube.com/watch?v=y3jYVe1RGaU> 22.31 mts
 6. Swaraj in Hiware Bazar
<https://www.youtube.com/watch?v=1MIOyK1wzTg> 23.17 mts
 7. Diwaswapna-Gijubhai Badheka
<https://www.youtube.com/watch?v=CSRg9eAgGSc> 52.45 mts
8. What are the various guidance and counseling services available to the students? Give details.

Guidance and Counseling cell is created for providing guidance and counseling services to the students. Prof. Meena Buddhisagar, Prof. Archana Dubey, and Dr R. K. Hurmade are available to guide students through Guidance and Counseling cell. University has also constituted Career Counseling and Opportunity cell. Students do avail Guidance services offered by University's placement cell. School of Education also offers Guidance and Counseling course at B.Ed., M.Ed. and M.Phil. levels.

9. What is the Grievance Redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Departmental and University level Grievance Redressal committees have been established to look into the grievances of stakeholders. The Grievance Redressal mechanism is as follows:

At Departmental level:

- Anti Ragging committee and Squad - for curbing the menace of Ragging - every month the report is sent to the University and DSW
- Women Grievance cell is functioning
- RTI- Head of the Institution working as Public Information Officer.
- A suggestion box is also placed for the students to put up their suggestions and difficulties due to confidentiality factor

At University level:

- Department of Student's welfare (DSW)
- University Women Grievance cell
- University Anti Ragging Committee
- Student's Union and Teachers' Association (DEVTA)

A case filed by Manoj Shrivastava contesting his B.Ed result way back in 1998 has been resolved as it got dismissed by various administrative and judicial authorities including High Court of M.P. Several Right to Information (RTI) applications were also resolved and the required information were given to the parties.

10. How is the progress of the candidates at different stages of programs monitored and advised?

Institution is following CCE through semester system. Three formative periodical tests and one end semester summative examination ensures the progress of the students. There are regular tests/ assignments/seminars etc. These activities help in monitoring the academic progress of students. Students' result analysis is done and then discussed in faculty meetings. Appropriate inputs in the form of academic personal help is planned and executed. Students are helped to clear competitive examinations like UGC-NET, TET, CTET etc. and get employment.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Pre-practice Teaching preparations are done with the help of Microteaching, which is a part of the Communication, Microteaching and Models of Teaching course. The students are taught theory of different Teaching Skills, Skill of Reinforcement, Skill of Probing Questioning, Skill of Explaining, Skill of Stimulus Variation, Skill of Using Black Board, and Skill of Integration. This also includes, Models of Teaching, viz. Concept Attainment Model, Inquiry Training Model, and Value analysis Model. The teacher gives the demonstration and later on each student teacher completes three microteaching cycles for each skill and three lessons of each Model in simulation. It continues for One Semester. During Practice Teaching, student teachers are encouraged to use the skills and present lessons using Models of Teaching. Pre-practice teaching also includes general orientation session.

At the beginning of Practice Teaching Session student teachers & teacher educators are assigned available schools. Student teachers are told the significance and modus operandi of the practice teaching phase, the tasks they are supposed to perform at school and back at the Department, and the way they will need to conduct themselves at school. They are also acquainted with ways of observing peer lessons.

Actual commencement of teaching of student- teachers in schools is preceded by preparation of lesson plans, teaching aid for the lesson and discussion with method masters. The practice lessons given by student teachers are supervised by teacher educators who provide feedback and keep monitoring the growth of the pupil teachers. The feedback strategies used include teachers' feedback, peer feedback and Video enabled self-feedback.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

President	Prof. Rama Mishra
Vice President	Dr. Shanti Tejwani
Secretary	Dr. R. K. Hurmade
Treasurer	Ms. Veena Paithankar
Members	Dr. Kiran Dammani Mr. Shreepad Kulkarni Dr. Renu Jha Ms. Chetna Shukla

(ii) Give the year of the last election

2013

(iii) List Alumni Association activities of last two years.

Alumni Association conducted one Seminar/Workshop per year on Research Methodology, Models of Teaching

Recently an Alumni Meet was held at SOEd in August, 2013. Feedback on the syllabus, teaching-learning practices, evaluative practices and other aspects of curriculum transactions at SOEd was obtained from the Alumnis. This feedback will be used to modify the curriculum of different academic programs of SOEd.

(iv) Give details of the top ten alumni occupying prominent position.

S. No	Name of Distinguished Alumni	Designation	Degree from Institution(Year)
1.	Dr. Ashutosh Biswal	Professor, CASE, MSU, Baroda	M.Ed. (1992)
2.	Dr. H.K.	Principal,	M.Ed. (1986)

	Senapaty	RIE, Bhopal	M.Phil. (1987) Ph.D. (1991)
3.	Dr. Rajendra Pal	Associate Professor, CIET, NCERT, New Delhi	B.Ed (1987) M.Ed. (1988) M.Phil. (1989) Ph.D. (1993)
4.	Dr. A.K. Singh	Director, EMRC, DAVV, Indore	M.Ed. (1987) M.Phil. (1988) Ph.D. (1991)
5.	Dr. K.C. Sahoo	Head, School of Education, VishvaBharti, West Bengal	M.Phil. (1986) Ph.D. (1992)
6.	Mrs. Meenakshi Sawhney	Principal, Modern School, Barakhamba Road, New Delhi	B.Ed Activity(2000)
7.	Dr. Meenakshi Parashar	Principal, Khalsa Institute of Education, Indore	B.Ed Summer(1998) M.ED (1999) Ph.D. (2007)
8.	Ms. Bhavana Pujari	Vice-Principal,Shri Satyasai Vidya ViharSchool, Indore	B.Ed Activity (1995)
9.	Mr. Prakash Chaudhary	Principal, Prestige School, Indore	M.Ed(1998)
10.	Mr. Srinivas Rao	Principal, Choithram School, Indore	B.Ed Activity (1994)

- v) Give details on the contribution of alumni to the growth and development of the institution.

The Alumni are invited during Seminars, Workshops, Invited talks / lectures and Refresher courses, Alumni Meets conducted by SOEd. Alumni are source of motivation/ inspiration for the students; whenever they visit the Institution, interaction sessions with current batches are also arranged.

2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

Department organizes the Annual day function, Anand mela, and other competitions like Menhdi competition, Poster making competition,

Salad decoration, Food stalls by students during annual day function. Farewell party is also organized for the outgoing batches.

Students take part in co scholastic activities too. They attend “Beyond Classroom” lectures, Motivational lectures by the specialists organized by School of Education and the University. Students participate in University Cultural and Sports activities. Inter Departmental Sports activities are held at University ground. M.Ed. and M.Phil. Students and the faculty of School of Education participate in the following sports: Badminton, Cricket, Chess, and Table Tennis. One of the students won IV position in Chess in 2012.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

There is an option of School Magazine in Work Experience. Under this students are encouraged to publish wall magazine and put up exhibition in the School of Education which is read by students and faculty of School of Education. Students have also published departmental magazine “Invictus”. Apart from this all students of the Department participate in campus embellishment with educational posters. Students also prepared hundreds of posters, banners and charts used in carrying out a poster rally on the theme, “Save Trees: Save Environment” to mark the World Forestry Day on 21March 2013

M.Ed. and M.Phil. Students also prepare Educational films and publish Instructional materials. A few of them are listed below:

- Modules on some chapters of class X Mathematics by Prof. S.K. Tyagi & Dr. Taj Mohd. Kankreja
- Multiple Discriminant Type Items in Education Evaluation by Shanti Tejwani & Prof. S.K. Tyagi
- Multiple Choice Items in Educational Research & Statistics by Prof. S.K. Tyagi, Dr. Shanti Tejwani & Kaushlaya Khatri
- Instructional Material on Air & Water Pollution by Prof. H.R. Pal and Dr. R.K.Hurmada
- Instructional material on Characteristics & Education of Gifted students for B.Ed. Trainees by Prof. H.R. Pal & M. Sharma
- Modular Instructional Material by Prof. H.R.Pal, Dr. A.Pal & Dr. M.Sharma

- Modular Instructional Material on some selected topics of Science for Urdu Medium VII Standard students by Prof. H.R.Pal & Shamim Aara Hussain.
- Module in Hindi Grammar by Prof. H.R.Pal & Dr. R.K.Hurmada
- Modular Instructional Material on Psychology Practical by Prof. H.R.Pal & Dr. Rakesh Devra
- Modular instructional material on Explaining Skill & Probing Questions by Prof. Archana Dubey
- Computerized Self instructional material in teacher training by Prof. Rama Mishra & Neeraj Joshi
- Modules on Skill of Reinforcement, Stimulus Variation Advance Organizer model and Guidance & Counseling by Prof. M.Buddhisagar
- Module on Testing techniques in Guidance & Counseling by Dr. Nisha Maharana & Prof. M.Buddhisagar
- Instructional Material for Developing Vocabulary in English by Dr. Jasmeet Kaur Tandon & Prof. Archana Dubey
- Online Sixth Survey of Research in Education, <http://www.eduresearch.dauniv.ac.in/> by Dr. D. N. Sansanwal
- Instructional Material based on ARCS Model of Education in Emerging Indian Society was developed by Samiksha Barua
- Computer Based Diagnostic Test in Chemistry has been developed by Ms. Ranju Lulla and Dr. D.N.Sansanwal
- Reasoning by Karuna Tiwari and Dr. D.N.Sansanwal
- Digitalized Instructional Material on Research Methodology and Statistics by Dr. Laxman Shinde and Dr. D.N.Sansanwal
- Computer Based Test your Understanding: Research Methods and Statistics by Dr. D.N.Sansanwal & Dr. S. Dahiya
- Modular Instructional Material on Construction and Standardization of Test by Prof. Archana Dubey & Yogesh Sharma
- Computer Aided Instruction for teaching selected science topics was developed by Sunil Agarwal
- Collection of E-lectures for teaching selected Research & Statistics topics was developed by Mudasir Sultan and Prof. S.K.Tyagi
- Video enabled feedback, Self and Peer feedback of student teachers by Mr. Avtar Singh

4. Does the institution have a student council or any similar body? Give details on - constitution, major activities and funding

Elections to student union are organized in all the Departments as per directives of the Lingdoh Committee recommendations of Higher Education of M.P. Government. University conducts elections for Students' Council at the departmental level but due to their disinterest in filing nominations or ineligibility the elections could never be held.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

There are student representatives in Board of Studies in Education. Institutional Quality Assurance cell also has representatives of various stakeholders including student community. The IQAC cell comprises of 15 members which include: Head, five faculty members, one Alumni, three student representatives, one technical staff, on administrative staff, one management representative, one external expert, one stakeholder and community representative.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, Feedback is taken regularly from Staff, Students, Alumni, and various stakeholders. Feedback from students is collected after each semester through software developed at School of Education. Feedback is analyzed and the results are communicated to the concerned teacher for making necessary improvements in teaching-learning and assessment strategies. The feedback obtained from alumni and employers are discussed on the forum of Faculty meeting for appropriate feeding into the system. Regular feedback helps in sustaining and enhancing quality.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

The Institute has a formalized system of delivering remedial and enrichment programs thereby minimizing the chances of poor academic performance and optimizing the vertical movement of students to next level up the ladder of higher education and finally to gainful employment. Preparatory classes for UGC NET aspirants during semester breaks & summer vacations have led to greater rate of success of students in NET examinations. Mentoring classes in the form of Preceptorial/Tutorial, and Guidance & Counseling to the academically challenged students have also helped students in adjusting to the demands of the Curriculum.

A multitude of students' activities are organized by School of Education round the year for the purpose of developing responsible citizenship and development of overall personality of the learners. Active participation of students in Poster March, Cleanliness drives, Awareness Campaigns, Exhibitions, Educational Film' shows, Rural and Slum Community development programs, Celebration of important National

days and International days, Organization of Seminars, Workshops and Extension lectures, cultural activities and Personality grooming sessions facilitate the development of different type of skills, competencies, attitudes and value orientations among students.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

The evaluative observations/suggestions made under *Student Support and Progression* in the previous assessment report were as under:

- Adoption of the more inclusive practices
- No Placement Cell

The measures taken by the institution in this regard are:

- Providing special slots for remedial and enrichment classes for catering to diverse needs of the learners
- Arranging capacity building sessions for UGC-NET aspirants during semester breaks and vacations paying special attention to the tribal students
- Providing weekly mentoring classes for offering personal solutions
- Helping economically challenged SC/ST/OBC students in matters of getting scholarships and academic guidance
- Placement cell is working since 2011-12 for providing placement services

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

The quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression are as under:

- Establishment of various cells/committees like Anti Ragging committee and Squad, Women Grievance cell, Alumni cell, Placement cell and appointment of Public Information Officer
- Placing a suggestion box for the students to put up their suggestions and difficulties due to confidentiality factor
- Starting remedial and enrichment classes leading to greater vertical mobility and success in UGC-NET Examination

- Institutionalizing computerized students' feedback mechanism for incorporating the students' perspective in transacting the curriculum of various academic programs
- Adding expert lectures, extension activities, University's Green Calender Activities, Participation of students in outreach/community programs and sports activities
- Organizing induction and orientation programs for acclimatizing the freshly admitted students
- Conducting preparatory activities like test of entry behavior, pre-practice teaching sessions
- Giving special time slots in institutional time-table for mentoring/tutorial classes
- Using film screening for building right attitude, social and moral values among students and exposing them to the contemporary world
- Supporting students learning with open Web-resources generated by faculty and students

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the Institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

School of Education functions with a Vision formulated as under:

"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"

To translate this vision into reality, the mission statement of School of Education is as follows.

- To produce quality professionals including Teachers, Researchers, Curriculum developers, Evaluation experts, Guidance Counsellors, Educational Planners & administrators by offering variety of Pre-service and In-Service Teacher Education Programs.
- To organize professional capacity building programs viz. Seminars/ Workshops/ Symposia/ Conferences/ Talks for various functionaries of education and allied disciplines.
- To promote inclusive education by adopting proactive strategies to encourage marginalized sections like differently-abled, Tribal, women, slow and swift learners.

- To work towards making education purposeful, participatory and enjoyable by employing technology-enabled and learner friendly pedagogies.
- To undertake research in emerging fields of education and allied disciplines leading to innovations & knowledge based society
- To forge synergic relationship with Teacher Education Institutions of the vicinity/other universities and National bodies working in the field of education
- To organize socially relevant outreach activities on important social issues such as female feticide, green earth awareness, health and sanitation, gender sensitization, de-addiction and rural upliftment etc.

The vision and mission are exemplified on the University website and in prospectus of School of Education. At the time of orientation, the students are told about it. Activities and programs are planned with stakeholders, alumni and staff, keeping in mind the vision and mission of the institution.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission stated in the institutional goals and objectives addresses to the:

- Needs of beneficiary sectors of education viz. the school education, higher education
- Manpower needs of the society in term of effective professionals to be deployed in educational institutions and education related concerns
- Needs of life-long learning of the in-service personnel manning educational institution at various levels.
- Needs of developing humane, just, tolerant, open and eco-sensitive individuals and society with global understanding.
- Needs of constantly engaging in pursuit of research and innovation towards development of a knowledge society.
- Emerging needs of the teaching community

Need assessment is carried out in the Staff Council, IQAC and meetings with stakeholders. Need assessment also takes cognizance of the National/State policy document and profiles and efforts are made to incorporate the same in the curriculum.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

School of Education is part and parcel of Devi Ahilya Vishwavidyalaya, Indore. The highest decision making body is Executive Council. The top management of the University is committed to enhance the quality of teaching learning, administrative and examination processes in all School of Studies. Some of the galvanizing measures taken by the top management for improving the working of the Schools of Studies are:

- Filling up vacant posts on Regular and contract bases
 - Executing Career Advancement Scheme to facilitate vertical mobility of faculties
 - Absorbing employees working on daily wages into regular positions
 - Getting approval of proposals of MHRD, World bank, UGC and other funding agencies
 - Organizing seminars/workshops for the motivation and development of the faculties of School of Studies including education
 - Introducing Induction Seminar for Ph.D. course work bringing catalytic transformation in the researchers' community
 - Arranging motivational lectures for developing life skills among students' community
 - Monitoring the academic calendar, admission procedure, Examination and result declaration schedules
 - Implementing planned green Calendar activities round the year for making the campus clean, pollution free, green and lean on energy consumption
 - Planning socially beneficial outreach activities for marginalized sections of the society
 - Introducing both Top down and bottom up approaches of management
 - Adoption of transparent and decentralized mode of administration by stressing the use of ICT in management
4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The roles are defined as per the different ordinances and moral code of conduct. The staff members meet quite frequently to plan and execute each and every activity systematically. The authority of School of Education is decentralized i.e. number of committees are formed through which teachers are assigned responsibility according to their interest and

caliber. Information is also disseminated through Notice Boards, circulars and these are uploaded on Website also. Current charge of academic responsibilities has been displayed in the faculty profile presented below for reference.

S.No	Name & e-mail ID	Designation / Responsibility
1.	Prof.S.K.Tyagi sktyagi.sk@gmail.com	Professor, Head, Co-coordinator SAP , Program Coordinator- M.Phil., Co-Convener Research
2.	Prof.H.R.Pal hansraj_pal@yahoo.com	Professor, Dean, Program Co-ordinator, Ph.D., Convener Research
3.	Prof.Archana Dubey dubeyarchana27@yahoo.in	Professor, Deputy co-ordinator,SAP, Program Coordinator, M.Ed., Convener, Curriculum, Syllabus, Timetable, Seminars/Workshops
4.	Prof.Meena Buddhisagar mbsoe@rediffmail.com	Professor, Program Co-ordinator,B.Ed., Convener ,Curriculum ,Syllabus & Time Table
5.	Prof.Rama Mishra ramadr.mishra@gmail. Com	Professor,Programe Co-ordinator, B.Ed.Activity, Convener,Alumni and Extension, Co-Convener, Inclusive Education
6.	Dr.Kamakshi Agnihotri kamakshi_anoj@radiffma il.com	Associate Professor, Convener, Inclusive Education
7.	Dr.Laxman Shinde drlshinde@gmail.com	Associate Professor, Incharge, Computer Laboratory
8.	Dr.Madhulika Varma mvsoei@yahoo.co.in	Assistant Professor Grade-II , Convener, Examination
9.	Dr.R.K.Hurmade Raghu.hurmade@gmail.c om	Assistant Professor, Convener, Career Guidance,Placement, Co- Convener, Examination
10.	Mr.M.S.Bamniya bamniyamohan@yahoo.c om	Assistant Professor Co- Convener,Career Guidance and Placement
11.	Mr. Avtarjit Singh avtarjit@gmail.com	Assistant Professor,Co-Convener, Seminars/Workshops, Convener-Tuesday Seminar

		Convenor, IASE
12.	Ms.Veena Paithankar Veenap_2007@yahoo.co.in	Craft Teacher Co- Convenor, Alumni and Extension
13.	Ms.Chetna Shukla csioe@rediffmail.com	Craft Teacher Co- Convenor, Alumni and Extension
14.	Mr. Gangaram Waskel	Contract Faculty Co convenor, Placement
15.	Ms. Archana Kumari	Contract Faculty Convenor, Work Experience
16.	Ms. Mamta Mahobiya	Contract Faculty Co convenor, Work Experience

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

School of Education sends reports of Administrative, Academic and co curricular activities and appraisal reports of teachers to the University along with IQAC reports, reports of various committees such as Anti-Raging committees, Annual reports of the Institute. Information regarding admissions, syllabi, Time table, Examination and Tests schedules, results, seminar/workshops, expert lectures are displayed on website for scrutiny by not only the management but also by all stakeholders.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Due to centralized University accounts, the School of Education does sometimes encounter financial problems in respect of augmentation of infrastructure of School of Education and implementing certain plans. The barrier is overcome by discussion with the concerned authorities of the University.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The ordinances do provide scope for regular faculty meetings, constitution of various committees for smooth functioning of the Institution. The faculty of School of Education is prime executive and academic body of the Institution. It is responsible for academic planning, evolving strategies for organizing, executing Institutional activities; and monitoring, reviewing and reshaping the on-going activities. Regular

meetings of faculty are arranged for performing the academic functions entrusted to it by relevant statutes and ordinances. In the beginning of the session, annual calendar of curricular and co-curricular activities and outreach programs are chalked out. The schedule of formative tests and end semester summative examination for each academic program is planned. Special faculty meetings are also called in view of specific events such as seminar/workshop or observance of some national day, holding University examination or a campus placement event. The quality of output of the program as also the feedback from students, experts, alumni and other stakeholders on the curricula are discussed among faculty. Other purpose-specific committees are constituted from time to time by the head of the institution.

The University management supports the staff of the institution resulting in the improvement in the effectiveness and efficiency by providing various welfare measures:

- Residential accommodation
- Study Leave
- Health and ancillary Services
- Day Care Centre Facilities
- Special casual leave and travel grants to faculty for attending Seminars, Workshops and other activities at national and international levels
- Participation in refresher and orientation programs
- Provident Fund/Participatory Pension Schemes

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Head's responsibility and role is defined in Ordinance 23 of the University. The head of the Institution is chief executive who is supported by the faculty, Non teaching and Technical staff, research and project fellows in managing various curricular and co-curricular activities. The head is responsible for:

- Vision and Mission of the institute
- Academic and organizational planning
- Deployment of human resources
- Organizing teaching and other activities
- Coordinating among different units of the institution
- Monitoring the progress of the executed plans
- Allocation and utilization of resources
- Giving leadership to the colleagues and the students community

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Institutional academic and administrative decisions are taken collectively through faculty meetings, meetings of the department committee & IQAC meets. The details of faculty meetings held in last five years are as follows:

Frequency of Faculty Meetings (last five years)

Sessions	No. of Meetings
2008-09	08
2009-10	04
2010-11	10
2011-12	07
2012-13	10
Total	39

Many other committees are constituted for various purposes. Some of these are listed below:

- i. IQAC Committee
 - ii. RTI Committee
 - iii. Admission Committees for B.Ed, M.Ed., M.Phil., Ph.D. courses
 - iv. Departmental Research Committee
 - v. Anti-Ragging Committee
 - vi. Disciplinary Committee
 - vii. Syllabus/Time table Committee
 - viii. Practice Teaching Committee
 - ix. School Experience Committee
 - x. Examination Committee
 - xi. Alumni and Extension cell
 - xii. Women Harassment cell
 - xiii. Grievance Redressal cell
 - xiv. Placement cell
2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The institution has a well established flat, flexible, bottom-up, democratic and transparent functional organizational structure as per UGC guidelines and governance system for planning, implementing,

monitoring and evaluating the administrative and academic functions of the institution.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

Planning for the administrative, academic and curricular activities are decentralized as the finalization of planned activities is done in staff meeting unanimously. Power in respect of various aspects of Institutional management has been delegated to the faculties. They are responsible for looking after these aspects.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The School of Education collaborates with other Departments within University as well as institutions outside Indore and the State. Workshops/ Seminars/ Conferences are conducted by faculty members of School of Education for improving the quality of teaching in other departments. For School personnel the workshops on different topics are organized that help in improving the quality of teaching-learning process in schools. The institution obtains and uses feedback from the school personnel, academic peers, community people and other stakeholders for improvement of its academic programs. Collaboration of School of Education with other Departments is also through:

- The University's shared resources like auditorium, conference halls etc.
- The workshops, seminar, talks, lectures where the faculties and students of the other departments can take part and vice-versa.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the data are used for further improvement in different aspects of curriculum, teaching-learning process and assessment. Interaction with the stakeholders also facilitates the development process of the Institution and improves its educational services.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Faculty organizes workshops both in the School of Education as well as outside for sharing knowledge, innovations, etc. In the last five years, a total of 12 Workshops and Seminars for Academic growth of teachers as well as students have been organized by the School of Education. These were attended by research scholars and the faculties of the other Schools of Studies also. Faculty also participates in the seminars, workshops and refresher courses organized by the other Departments and agencies external to the University.

The Researches in Education from 1993 to 2007 have been made available online under the title of Sixth Survey of Research in Education on university website with separate URL available on <http://www.eduresearch.dauniv.ac.in/> for sharing by the faculty and research community. The Faculty also extensively publishes its research in International/National reputed journals and through books brought out by renowned publishers.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, MIS exists. Computerization of Administrative procedures including finance & Cash book maintenance, Fees and scholarship records, on-line filling of Admission forms, and Computer based Student feedback, Result Processing, Mark sheets preparation and Student's results records maintenance has been completed. Computerized Files related to academic and non academic activities are prepared for storage and retrieval of information. Selected Information is also uploaded on website.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

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. Accordingly, the committees are formed and the coordinators are given liberty to utilize human and financial resources with due concurrence of the Head.

Institute does get allocations from National funding agencies like MHRD, UGC via University. These funds are made available for specified purposes and hence are spent on notified heads. University sanctions

imprest amount under head's limit of Rs. 25,000/- to meet day to day expenses replenish able as and when required.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The human and financial resources have been allocated by the UGC & MHRD, New Delhi and additional financial and human resources are allocated by the University as per the budgetary plan of the School of Education.

- The Department has been allocated a grant of 45.5 lakhs and salaries of two research fellows under SAP-DRS Phase-III through a centralized finance account maintained at the University.
- At the same time the department is upgraded to IASE and has got allocation of Rupees 248 lakhs for five years from MHRD.
- The grants are utilized on the request of the head of the Department and as per sanctioned activities
- Due to the semi-governmental nature, the University gets the Central, State and self generated grants/funds.
- The University has allocated 10 lakh for computers and 3 lakh as library grant for the department during last five years.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

All academic planning takes place with faculty members on the forum of faculty meetings. The practice teaching is also planned by involving the faculty members through staff meetings and executed with the help of school principals and teachers. Efforts are made not to disturb the regular school timetable.

The Department of Higher Education, M.P. and Coordination Committee of Universities in M.P. chalk out the broader academic calendar for all the Universities of M.P. which is uploaded on the website of Higher Education department and circulated to the universities. All the schools of studies strictly follow the broader outline and can make minor changes as per their requirements. The SOEd chalks out the academic calendar in line with the broader academic calendar circulated by University.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

It is done through meetings, circulating the notices from time to time and uploading necessary information on website of the institution. The regular records of the minutes of the meetings are kept in institutional record book.

6. How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The implementation of plans is monitored throughout the year by the coordinators of various committees and the Head. Review and modifications in the plans are made frequently after discussions in the faculty meetings. Major changes in the curricula and practices in order to keep them aligned with the vision and mission statements are made before the beginning of the Academic Session.

7. How does the institution plan and deploy the new technology?

The teachers are trained in the use of new technology. The technological infrastructure of the institution is adequately developed. Research is conducted in the thrust areas including ICT in Education. The Institution deploys new technologies in the following ways:

- The computers with latest technologies and configuration are purchased by the institution
- The linear editing system (computer), photo copiers, scanners, printers, Internet, latest software like Encarta, Britannica, Jaws, MS Office 2007 etc. are being used by the teachers and students of the Institution
- The Sixth Survey of Education is on-line for the wider dissemination with the help of the server purchased under SAP-DRS II and made functional in SAP-DRS III. This survey comprises of Educational research abstracts collected from many Indian Universities
- The latest technology procured by the institute is handily deployed in admissions, teaching learning, research, extension, assessment and administration

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The faculty development needs and career progression of the staff are collectively identified in the staff meetings and other discussion fora. The teachers participate in the courses being organized by Academic Staff Colleges as participants and as resource person. The staff members do

attend other conferences, seminars and workshops for helping in their professional progression. The outside experts are also invited to give talks for the enrichment of students and faculty members. Different provisions and facilities like study leave, travel grants, special casual leave etc. are provided to them.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Each teacher has to fill the UGC's (PBAS-API) based self appraisal report at the end of the academic session. The Head of School of Education writes the confidential report for teaching and non-teaching staff and sends it to the University for further action on it. Students also evaluate the teachers at the end of the academic session. The results of the student's feedback are made available to the individual teacher for further development. Assessment by alumni and other stakeholders is utilized in obtaining feedback for improving the effectiveness of the programs.

3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

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

- Study Leave, Casual Leave, Special casual Leave, Travel grants, Medical leave, Sabbatical leave as per University Ordinance
- Centralized facilities like Health Center, Library, Sports grounds, Shishu Vihar (Day Care Centre), University Quarters etc.
- Tuesday Seminars for sharing the knowledge & ideas
- Establishing inter departmental linkages for frequent interaction among faculty & non-Teaching and students

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, the Institution conducts many staff development programs for skill up-gradation and training of the teaching and non-teaching staff. Teachers are also motivated to attend orientation and refresher courses organized by Academic Staff Colleges, Seminars, Conferences and Workshops organized both within and outside the Department. The staff

members do discuss academic issues and benefit from the interaction. Feedback from stakeholders including students and regular discussion among staff members in the forum of Faculty Meetings help in up gradation of professional skills of the Faculty members.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The recruitment of staff is done as per the rules of the University in the light of UGC regulations. The advertisement is given in the national and local newspapers. The qualifications prescribed by the NCTE and UGC are strictly followed for appointment of staff. The State reservation system (SC 16%, ST 20%, OBC 14%, 3% within category for physically handicapped and 30% horizontal reservation for women candidates) and University reservation roster are also taken into consideration while making appointments. Reservation policy is also implemented in house allotment, career advancement etc. for retaining the diverse faculty.

6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

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. They possess qualifications as per NCTE & UGC norms. They are paid a monthly consolidated salary as approved by the university.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

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.

8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

Each staff has independent cabin, personal computer with Internet connection, appropriate furniture and cupboards. The genuine demand of each staff is met as and when requested.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Faculty and other stakeholders can access information from the University website. They can also get the information from the office of School of Education in person, from published brochure and through filing a Right to Information application. Complaints are addressed to the head of the department and/or to the coordinator of the concerned grievance cell.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Each teacher is having workload as per UGC, New Delhi norms. In view of reservation policy of State Government, some posts are lying vacant. Due to shortage of staff, each teacher has workload more than norms of UGC, New Delhi.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the comments on the performance of the faculty are marked in the confidential report of the faculty & the entries are also made in the service book of the concerned teachers. The lip-praises of the good performance of the teachers are made on all the occasions of public gathering.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

School of Education is a part and parcel of Devi Ahilya Vishwavidyalaya, Indore. It gets grants from the State Government of Madhya Pradesh and UGC, New Delhi. There is no scarcity of funds for running or implementing any academic programme.

- UGC SAP grant of 45.5 lakhs for 5 years (from 2009-2014) has been sanctioned
- IASE grant of Rs 248 lakhs for 5 years (from 2012-2017) has been sanctioned.
- UGC grants for Junior and Senior research fellowship
- Project Fellowship from UGC-SAP
- Junior Research Fellowship through MANU from UGC
- Funds are also generated by conducting Workshops in the Department
- XI five year plan allocations of 3 lacs for books
- XI five year plan allocations of 10 lacs for equipments

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

No donation is received by SOEd.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the Department is not deficit of budget.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The funds are received from the State Government and UGC, New Delhi and channelize through University for fulfilling the mission and carrying out quality enhancement programmes.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts are audited regularly and centrally by University Audit Department. Payments are usually made after getting the bills audited by the Resident Auditor of the University. However, advances are withdrawn with prior sanction of the competent authority. Parties are paid without audit and then post-audit adjustments are made to settle the advances.

6. Has the institution computerized its finance management systems? If yes, give details.

The University has computerized the finances. 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

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The following are the significant best practices in Governance and Leadership carried out by the institution:

- Decentralization and collective decision making are the hallmarks of institutional governance
- Various academic and administrative responsibilities are delegated to the faculty members and they are accountable for the same
- Senior faculties act as course coordinators, conveners of seminars/workshops, coordinators of different cells and committees for participatory decision making
- Senior faculty also gets invited as chair persons in National and International seminars/ workshops and Conferences
- Faculty serves as Resource persons in refresher courses/orientation/training programs organized by Academic Staff College, RSK- Bhopal, universities and National bodies
- 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

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

The evaluative observations/suggestions made under *Governance and Leadership* in the previous assessment report were as under:

- More computers to be provided in the office
- Training programs for non-teaching staff to be launched

With regard to the above observations/suggestions:

- The SOEd has deployed two computers, one photo-copier cum printer cum scanner and one printer cum scanner in the office for routine administrative works
 - University organizes regular training programs for non-teaching staff
 - Non-teaching staff of SOEd attended training workshops organized by MP government for smooth functioning of MP e-scholarship portal work
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The quality sustenance and enhancement measures undertaken since last assessment are:

- Collective decision making in respect of all academic and administrative policies, plans, issues and actions
- Faculty meetings held almost every month. All programs instituted, reviewed and updated on the basis of interaction with the faculty. Policies, strategies, calendars, schedules are all decided on faculty forum in participatory manner
- Delegation of authority is practiced. Program Coordinators, Conveners of Committees and laboratory In-charges appointed. They enjoy all freedom along with associated accountability
- Institutional website used extensively for posting management information resulting in transparency, access, propriety and accountability in respect of decisions and actions made by the Institution
- On-line management of B.Ed admissions by M.P. Higher Education Department

- Adequate financial allocations and grants received through projects of Central Government, , UGC, State Government and the University
- An Imprest amount of rupees 25,000/- allowed to the Head to run day to day expenses of the Department with recharge facility
- Expenditure in access of the stipulated limit to be incurred with prior sanction of the Vice-Chancellor/Executive Council and following norms and procedures
- Monitoring of students attendance and 'Staff on leave' by displaying on notice board so as to encourage scrutiny by stake holders
- Continuous appraisal of the performance of functionaries by collating data from multiple sources- self, peers and seniors & feedbacks for improving performance. PBAS of UGC also used for faculty assessments

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the School of Education has constituted Internal Quality Assurance Cell (IQAC). IQAC cell has been functioning in the Department since 2008-09. The IQAC cell comprise of 15 members which include; Head, five faculty members, one Alumni, three students representative, one technical staff, one administrative staff, one management representative, one external expert, one stakeholder and community representative. Regular meetings are held with various stakeholders to get their feedback on programs and activities. Also, advisory teams from various National Bodies for example, UGC, MHRD, NAAC visit the Department to review the academic plans and their implementation and give valuable feedback. Annual plan for quality sustenance is prepared by the Institution. Different committees are constituted for the purpose and the report of plan is regularly submitted to NAAC. The School of Education has also been a UGC SAP Department. Funds have been made available for conducting Research and Extension activities. The UGC is also sent annual reports of the research and seminar/ workshop/ outreach program and activities performed for quality sustenance by the Institute.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Experts from all over India come to the Department for various academic purposes. They formally and informally audit the performance

of the Department and help in assessing the attainments of goals and objectives of the Department. Staff members too continuously review academic programs and their outcomes. Feedback on the curriculum and faculty received from students is analyzed, discussed and communicated to the teachers for introspection and modification in designing curriculum and enhancing teaching competencies. Success in various competitive examinations such as NET, CTET, etc. students' placements, their vertical mobility in Higher Education and their contributions to Research and innovations are indicators of the attainment of Institutional goals and objectives.

3. How does the institution ensure the quality of its academic programmes?

Quality of the academic programs of School of Education is ensured by adopting various measures:

- Filling up vacant posts.
- Augmenting instructional infrastructure facilities like Computers, Books and Journals, Equipments etc.
- Instituting distinctive curriculum/courses responsive to the global and local needs.
- Regular updation of the curriculum using stakeholder's feedback and research initiatives.
- Using participatory teaching learning approaches.
- Applying ICT including Mobile and Internet for teaching learning and managing systems.
- Maintaining spirit of research and innovation and sharing of knowledge through Seminars/ workshops and symposia.
- Engaging all facets of students' personality through outreach activities, cultural programs, campaigns and field visits.
- Inculcating moral values, environmental concerns, right attitude and life skills through curricular and co-curricular activities.

The academic calendar of School of Education is full of learning experiences for the students through a host of scholastic and co-scholastic activities including teaching learning, research and extension activities. The focus of the program is to expose the student community to current discourse on education and developing in them conceptual understanding, communication skills, presentation skills, research skills and, social and moral values. Students enthusiastic participation in community based outreach activities and cultural activities shapes their all round personality. Thus an active and eventful campus engaging all facets of students' personality- thoughts, emotions and hands, vouchsafes the quality of imparted education.

4. How does the institution ensure the quality of its administration and financial management processes?

Administration of the Institution is transparent, decentralized, participatory, collective and to large extent autonomous. Authority is delegated to the functionaries who enjoy freedom to carry out the assigned responsibility in their own ways. Committees are constituted to reinforce the collective nature of decision making. The Head of the Institution just coordinates and monitors the works of the functionaries and the committees. Fiscal decisions are taken as per financial norms of the University, the State Government directives and the guidelines issued by the Funding Agencies.

5. How does the institution identify and share good practices with various constituents of the institution.

Good practices are shared through interaction in Faculty meetings. It is also done through workshops and Seminars organized in the Department, participation of Faculty in Seminars and Conferences outside the Department and by delivering expert lectures in different colleges of Education and Departments of Education.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

School of Education has course content related to women education, education of SC, and other marginalized groups in addition to offering Special Education at post graduation levels. Teachers at B.Ed. and M.Ed. level also encourage students to take projects and dissertations related to differently-abled children. Seminars and workshops organized/ attended by the Faculty to keep themselves abreast of the development in the area of Inclusive Education. During the process they become aware of issues of inclusion and policies about the inclusion of exceptional children in normal classes both in schools as well as colleges.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

All students are taught Educational Psychology and Sociology of Education for learning about issues in inclusion and exceptionalities as well as gender differences. Some students do take Guidance and Counseling, Special Education and Educational Technology as optional

papers at M.Ed. level, wherein they are given inputs about exceptional children and the way they are to be handled.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Learning environment fostering positive social interaction is created in the Institution by way of:

- Adopting group discussion approach to Teaching Learning
- Allowing group work/ projects/ tasks
- Working with community
- Organizing events and activities
- Arranging class visits/ excursions

Active Learning and Self motivation among students is ensured by offering opportunity of:

- Owning responsibility
- Displaying leadership
- Exercising choice of courses/ projects/ tests
- Self assessing
- Making presentations
- Defending presentations
- Giving feedback

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Teachers are sensitive about learners coming from diverse backgrounds and exceptionalities. A good proportion of B.Ed. students are from rural and tribal areas belonging to the reserved category. Over the years, the teachers have developed their own ways of handling them. Student teachers learn the ways of handling exceptional children by experiencing the strategies adopted by their teachers. Faculty members develop supplementary materials like PLM, Module, Audio visual material to cater to the learning needs of children from diverse background and exceptionalities. Books related to inclusion and exceptional children are also available in the library to understand the learning requirements and handling of such children. Teachers as well as students refer to these books.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

To meet the needs of differently-abled students, various provisions are made in the curricular planning and implementation, such as providing extra time/writer to the blind student and Question paper printed in big font size to the low vision students, special seating arrangements, etc. Provisions are made in the time table to provide extra support to the low achievers and enriched experiences to the brighter ones. Amplifiers are used if necessary. Internet for blind and Software like sound emails are available at IT center. Teachers are quite sensitive towards the needs of physically challenged and differently-abled students. Lectures of renowned experts working in the area of inclusive education are arranged for sensitizing the students and faculty.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

In School of Education majority of students and staff members are females. There is no problem in responding to gender sensitive issues. There exists a Women Grievance Redressal cell at the Institutional as well as University level. Women students are told to exercise zero tolerance policy regarding gender bias of faculty or peers and report their grievances to the Head of the Department immediately. They may drop in their complaints/ suggestions in the drop box in case they wish to remain anonymous. No gender sensitive remark or women harassment occurrence has so far been reported in SOEd.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Results of all the courses, Ph.D. notifications, flyers of Seminars, Workshops and annual academic and administrative annual reports (IQAC report), publications of faculty and researchers, students' achievement in scholastic and non scholastic area, students' feedback etc. are uploaded on University website to expose the organizational performance to the stakeholders. The stakeholders can visit the website www.dauniv.ac.in or can take the relevant information from the office of School of Education. Information, whether academic or administrative, are transparent and open to scrutiny. Authentic information can also be obtained under RTI act on payment of nominal fees.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Feedback and Suggestions from various stakeholders are invited at different fora and are discussed in the staff meetings at the level of School of Education. The School of Education also shares the issues and concerns with the higher authorities. The Vice-Chancellor also does it by calling the meetings of Heads of Departments.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Students' feedback is obtained at the end of each semester. The feedbacks are given on the curriculum- the syllabus, the teaching learning process, and the assessment process so as to continuously monitor each of these curricular components. Feedback is also taken from alumni, the principal, and the staff of practice teaching schools. Through meetings of IQAC, feedback of stakeholders is obtained on the academic programs, courses, activities and practices of the Institution. External Experts invited to conduct Comprehensive viva voce also give their feedback on the designed curriculum. Eminent experts too are regularly invited in the Department and their views are also taken into consideration. The curriculum gets revised periodically on the basis of feedback received from the students, principals of Schools and experts from other Universities, Institutions and the community.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How is the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are: Development of the Nation, Global competencies among learners, value system among students, Use of Technology and Quest for excellence. The five core values of NAAC reflect in the following functions and activities of School of Education.

S. No	Core Value	Function	Programs and Activities
1.	National Development	<ul style="list-style-type: none"> • To produce quality professionals • To undertake 	<ul style="list-style-type: none"> • B.Ed. and M.Ed. programs • M.Phil. and Ph.D.

		research in emerging fields of education leading to innovations	program <ul style="list-style-type: none"> • UGC SAP programs and activities • IASE programs and activities
2.	Global competencies among learners	<ul style="list-style-type: none"> • To produce quality professionals • To work towards making education technology-enabled and learner friendly pedagogies. 	<ul style="list-style-type: none"> • Teaching –Learning • Research and Training • Capacity building classes for UGC NET aspirants • Expert lectures/ Seminars/ workshops for professional skills • Innovations
3.	Value System among students	<ul style="list-style-type: none"> • To organize socially relevant outreach activities 	<ul style="list-style-type: none"> • Cooperative learning through Team projects • Community services • Environmental awareness campaigns • Observance of National/ International days • Co curricular activities • Video/ film screening for sensitization • Motivational lectures • Democratic and transparent management practices • Inclusive practices • Personalized Teacher Education
4.	Use of Technology	<ul style="list-style-type: none"> • To work towards making education technology-enabled • To conduct research and innovations 	<ul style="list-style-type: none"> • ICT in Education as core course in curriculum • ICT enabled classrooms • Technology blended Teaching learning and

			<p>Training</p> <ul style="list-style-type: none"> • Computer based management system • Dynamic Institutional Website • Online admissions/assessment/ result processing • Computerized data analysis using SPSS
5.	Quest for Excellence	<ul style="list-style-type: none"> • To produce quality professionals • To undertake research in emerging fields of education 	<ul style="list-style-type: none"> • Explicating vision and Mission • Setting benchmarks • Regular auditing of the performance against stated goals and targets • Getting feedback from stakeholders • Ensuring a motivated Institutional environment conducive to Learning, Researching and Innovating • Modernizing Institutional Infrastructure. • Identifying and using best practices of the Institution.

Mapping of Academic Activities of the Institution

B.Ed I Semester (2nd February 2012)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Admission and Orientation	/																											
Theory			/																									
Tutorials/Seminars			/																									
Sessional Work- Tests & Assignments					T1				T2				T3															
Practical Work																												
Preparation of Internship: Demonstration/ observation of lessons/micro teaching/ simulations																												
Practice Teaching/ Internship																												
Co-curricular Activities																												
Working with community/ project work																												
End-Term Examination																												

Note: A week is of six working days and a day is of six clock hours .The table should cover the entire academic session and may be extended as per the requirement

Mapping of Academic Activities of the Institution B.Ed II Semester (4th September 2012)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Admission and Orientation																							
Theory																							
Tutorials/Seminars						1	1	1	1	1	1	1	1	1	1	1	1						
Sessional Work- Tests & Assignments									T1			T2				T3							
Practical Work(Work Experience And Psychology)																							
Preparation of Internship: Demonstration/ Observation of lessons/micro teaching/ simulations																							
Practice Teaching/Internship		# # #	# # #	# # #	# # #																		
Co-curricular Activities																							
Working with community/ project work																							
End-Term Examination																							

Note: A week is of six working days and a day is of six clock hours .The table should cover the entire academic session and may be extended as per the requirement

Mapping of Academic Activities of the Institution, M.Ed. I Semester (8th July 2012)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Admission and Orientation	/																										
Theory			/																								
Tutorials/Seminars			1	1	1	1	1	1	1	1	1	1	1	1	1	1					/						
Sessional Work- Tests & Assignments							T1	T1			T2	T2		T3	T3												
Practical Work																											
Preparation of Internship: Demonstration/ Observation of lessons/micro teaching/ simulations	-	-	-	-	-	-	N.	A.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Practice Teaching/ Internship	-	-	-																								
Co-curricular Activities																											
Working with community/ project work																											
End-Term Examination																		/									

Note: A week is of six working days and a day is of six clock hours .The table should cover the entire academic session and may be extended as per the requirement

Mapping of Academic Activities of the Institution: M.Ed. II Semester (2nd January 2013)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Admission and Orientation																								
Theory	/																							
Tutorials/Seminars	1	1	1	1	1	1	1	1	1	1	1	1	1	1			/							
Sessional Work- Tests & Assignments				T1	/					T2	/		T3	/										
Practical Work																								
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations	-	-	-	-	-	-	N	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Practice Teaching/ Internship	-	-	-	-	-	-	N	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Co-curricular Activities			/		/																			
Working with community/ project work															/									
End-Term Examination															/									

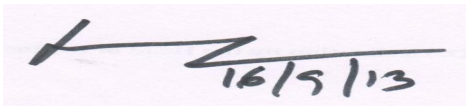
Note: A week is of six working days and a day is of six clock hours .The table should cover the entire academic session and may be extended as per the requirement

D. Declaration by the Head of the Institution

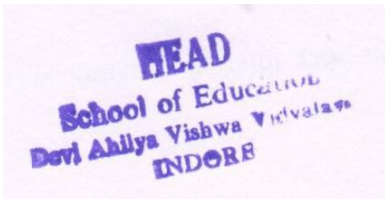
I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

A handwritten signature in black ink, followed by the date '16/9/13' written below it.

Signature of the Head of the institution



With seal:

Place: Indore

Date: 16/09/2013

BEST PRACTICES

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the department:-

The two Best Practices of the department are as follows:-

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 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 sessions 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 session.

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.