

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

I. Details of the Institution

1.1 Name of the Institution

GVM's Dr. Dada Vaidya College of
Education

1.2 Address Line 1

Farmagudi

City/Town

Ponda

State

Goa

Pin Code

403401

Institution e-mail address

gvm.educol@gmail.com

Contact Nos.

0832- 2335880 0832- 2335089

Name of the Head of the Institution:

Dr. Allan Joseph Abreo

Tel. No. with STD Code:

0832-2752399

Mobile:

9422058395

Name of the IQAC Co-ordinator:

Dr. Anna Neena George

Mobile:

9923247045

IQAC e-mail address:

gvm.educol@gmail.com

1.3 NAAC Track ID (For ex. MHCOCN 18879)

1.4 NAAC Executive Committee No. & Date:
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	2.77	2011-12	5
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

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

1.8 AQAR for the year

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

- i. AQAR 2011-12 submitted to NAAC on 28/9/2012
- ii. AQAR 2012-13 submitted to NAAC on 30/9/2013
- iii. AQAR 2013-14 submitted to NAAC on 30/9/2014
- iv. AQAR 2014-15 submitted to NAAC on 23/10/2015
- v. AQAR 2015-16 submitted to NAAC on 25/10/2016

1.10 Institutional Status

University State

Affiliated College Yes

Constituent College No

Autonomous college of UGC No

Regulatory Agency approved Institution Yes by NCTE

Type of Institution Co-education Men Women

Urban Rural Tribal

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

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

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

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

Goa University

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

Status of College
of Teacher
Education by
MHRD

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

4

2.2 No. of Administrative/Technical staff

1

2.3 No. of students

2.4 No. of Management representatives

-

2.5 No. of Alumni

2.6 No. of any other stakeholder and
community representatives

2.7 No. of Employers/ Industrialists

1

2.8 No. of other External Experts

2

2.9 Total No. of members

8

2.10 No. of IQAC meetings held

4

2.11 No. of meetings with various stakeholders:

No.

03

Faculty

10

Non-Teaching Staff

01

Students

03

Students

3

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

No

If yes, mention the amount

3,00,000 for period 2012-2017

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

National level Seminar
 1.Higher Education in India: Issues, Challenges and Emerging Trends
State level Seminar
 2. Academic Writing in Social Sciences and Humanities
Institutional level workshops
 1.Science in Daily Life
 2.Presentation skills
 3.Born to Succeed
 4.Teaching Science in 21st century

2.14 Significant Activities and contributions made by IQAC

1. Series of meetings for writing SAR
2. Preparation for NAAC visit
3. Review of various Cells : Red Ribbon Cell, RUSA Cell, LMC, PTA, Placement Cell, Career Cell, RTI-2005 Cell, Anti-Ragging, Internal Complaints Committee.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Community outreach programme.	Adopted a village in Shiroda for various activities
Reviewing the progress	Funds for 2 Minor Research Projects were received
Taking Scifun to rural areas	Scifun visited 4 rural schools

2.15 Whether the AQAR was placed in statutory body : No

Management Syndicate Any other body

Provide the details of the action taken

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG				
UG	1			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				1
Others				
Total	1			1
Interdisciplinary				
Innovative				

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	
Trimester	
Annual	1

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

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

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

Analysis of online feedback is provided in the Annexure III.

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

1. The new B. Ed syllabus introduced in 2014, was revised in the wake of 2 year B.Ed.
2. Capacity Development subjects were introduced.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Yes. Introduced Research Centre for Education by Goa University in March,2016.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	4	6	-	-

2.2 No. of permanent faculty with Ph.D.

03

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
	2								

2.4 No. of Guest and Visiting faculty and Temporary faculty

02

-

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended		18	2
Presented papers		12	
Resource Persons			20

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

1. Students making their own blogs.
2. Training students in the use of web 2.0 tools.

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

200

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

1. Open book examination
2. Use of rubrics in curricular & co-curricular assessment

2.9 No. of faculty members involved in curriculum Restructuring / revision/syllabus development as member of, Board of Study/Faculty/Curriculum Development workshop	2	10	-
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2.10 Average percentage of attendance of students	90
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2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
F.Y. B. Ed	99	54	42	-	-	96.97

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

Student feedback about a) the entire curriculum, b)the special methods and the teachers.

Review meeting with students after a) Peer teaching b) Practice teaching

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	7
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	14	0	0	0
Technical Staff	1	0	0	0

Criterion – III

3. Research, Consultancy and Extension

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

Organising Academic Writing Seminar for teaching staff
Encouraging reading of papers by staff

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0	0	0	0
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0	2	06	0
Outlay in Rs. Lakhs		Rs.1.16000		

3.4 Details on research publications

	International	National	Others
Peer Review Journals		01	
Non-Peer Review Journals		02	
e-Journals			
Conference proceedings		18	

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total				

Nil

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

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

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

3.9 For colleges

Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	0	0 1	0 1	0	0 3
Sponsoring agencies					

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
-						

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

1

0

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

0

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

JRF 0

SRF 0

Project Fellows 0

Any other

3.21 No. of students Participated in NSS events: NOT OFFERED

University level -

State level -

National level -

International level -

3.22 No. of students participated in NCC events: : NOT OFFERED University level State level

National level -

International level -

3.23 No. of Awards won in NSS: NOT APPLICABLE

University level

State level

National level

International level

3.24 No. of Awards won in NCC: NOT APPLICABLE

University level

State level

National level

International level

3.25 No. of Extension activities organized: University forum

College forum 19

NCC

NSS

Any other 9

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

1. Conducted 40 workshops for 1100 school teachers of, approximately 132 schools of the State of Goa.
2. Organised Community work in 4 different villages and 4 NGOs by 100 students.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	2630sq meter	-		2630 sq meter
Class rooms	9	-		9
Laboratories	4	1		5
Seminar Halls	1	-		1
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	4	5		
Value of the equipment purchased during the year (Rs. in Lakhs)	0.36604	0.08495		
Others				

4.2 Computerization of administration and library

- 1.The library is computerised with NewGenLib Software. It has Internet access. The house keeping activities and bibliographic information are computerised.
2. All official work is done using computers. Internet access is available in the college office also. All official communication is done through email.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	8713	1610830	81	227056	8794	1837886
Reference Books	6213		217		6430	
e-Books	-		-		-	
Journals	36	20000	-		36	20000
e-Journals	-		Open source		-	
Digital Database	-		ERIC			
CD & Video	160	8000	-		160	8000
Others (specify)						

Students have allotted INFLIBNET ID for searching references.

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	60	2	LAN	1				
Added	-	-	Wi-Fi	-				
Total	60	2		1				

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

1. Students and teachers trained in use of language lab 2. Additional 3 lines Broadband connection 3. Anti-virus up-dating 4. Installation of Wi-Fi access point

4.6 Amount spent on maintenance in lakhs :

i) ICT	0.68748
ii) Campus Infrastructure and facilities	0.71996
iii) Equipments	0.8495
iv) Others	-
Total :	1.49239

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Oreintation programme. Counselling. Placement.

5.2 Efforts made by the institution for tracking the progression

Ex-students were contacted through emails,Whatsapp and phone to keep track of their progress academically and professionally.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100			

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men

No	%
07	07

Women

No	%
93	93

B.Ed. batch	Last Year						This Year					
	General+Goan Native	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
F.Y.B.Ed.	55	-	14	31	-	100	57	-	16	27	-	100
S.Y.B.Ed.							55	-	13	31	-	99

Demand ratio

Dropout % NIL

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

NIL

No. of students beneficiaries

-

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
 IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

1. Students are provided general guidance by the teaching staff.
2. Counselling is done by the method teachers in their respective methods.

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed

5.8 Details of gender sensitization programmes

1. Organised one lecture about Sexual Harassment in work place.
2. Organised one lecture on Internal Complaints Committee.

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	11	22000
Financial support from government	All SC/ ST /OBC students (26)	NIL
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level
Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: NIL

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision statement: The Goa Vidyaprasark Mandal’s Dr. Dada Vaidya College of Education is committed to the professional development of teachers, both pre-service and in-service, for reflective, constructive and value-based teaching-learning employing both insight and technology within the ambit of the native socio-cultural perspective.

Mission Statement: The mission of the College is to achieve excellence in the professional development of teachers through.

- Developing committed, technology savvy, value-based and research oriented teaching professionals.
- Initiating them to lifelong learning and to innovative, interactive, activity-oriented and child-centred classroom teaching.
- Training them to create an environment in educational and social milieus that would promote communication, cultural diversity and national integration orienting them to the service of the community for its educational and socio-cultural resurgence.

6.2 Does the Institution has a Management Information System

MIS not yet installed.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Enriching the curriculum by exposure of students to several seminars & workshops on diverse topics by eminent personalities.

Add-on course on “communication skills in English to improve spoken and written English.

6.3.2 Teaching and Learning

Rubrics developed for internal assessment for both curricular & co-curricular aspects.

Trainees make & share ideas through their own blogs.

Implementation of open book examination.

Brainstorming, round robin techniques used by faculty.

6.3.3 Examination and Evaluation

Consolidated marks of Internal Assessment is compiled and moderated.
Tests are conducted in each subject by respective subject teacher.

6.3.4 Research and Development

UGC sponsored, 2 Minor Research Projects in progress. Collaboration with organisations such as SCERT,SSA,RMSA, Dept. of Art & Culture, Govt of Goa, Navodaya Leadership Institute. Community outreach programmes.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Four well equipped classrooms with LCDs. Optimum use of infrastructure resources such as playground, computerized science observatory/ language lab.
Well-equipped Science /Computer/ Social Science/Language laboratories.
Computerization of Library & Book bank facilities.

6.3.6 Human Resource Management

Active Placement Cell
Assisting economically deprived students of SC/ST/OBC
Suggestion Box for students

6.3.7 Faculty and Staff recruitment

Staff recruitment is done as per rules laid down by Goa University, UGC, NCTE and DHE.

6.3.8 Industry Interaction / Collaboration

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6.3.9 Admission of Students

Admission is conducted online by the Directorate of Higher Education (DHE),Govt. of Goa. The entire procedure of advertising, counselling and finalising the admission is done by the DHE.

6.4 Welfare schemes for

Teaching	We have a Staff Credit Co-operative Society to give instant and long term loans to teaching and non-teaching staff
Non teaching	-do-
Students	Poor students are helped financially

6.5 Total corpus fund generated

Funds are raised by Management whenever required.
DHE grants Maintenance grant @ 2% of the building cost.

6.6 Whether annual financial audit has been done

Yes No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		Yes	Principal and Management
Administrative	No		Yes	Management

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

For UG Programmes Yes No

For PG Programmes Yes No

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

NOT APPLICABLE

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

NOT APPLICABLE

6.11 Activities and support from the Alumni Association

Alumni Association has been formed. They help in certain cultural programmes.
Some of them deliver sample lessons to the B.Ed.students.

6.12 Activities and support from the Parent – Teacher Association

Parent Teacher Association is formed.

6.13 Development programmes for support staff

One day workshop on Interpersonal relationships was organised for support

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

Ground water recharging started. New garden plants were planted.

Criterion – VII

7. Innovations and Best Practices

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

Workshop on Branding was organised. Celebrating birthdays of all staff members

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

Cleanliness drive was done.

Scifun made visits to 4 rural schools.

Teaching staff presented papers in various national and state level seminars.

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

1. ASSESSMENT OF CO-CURRICULAR ACTIVITIES USING RUBRICS
2. USE OF OBSERVATION BOOKS FOR PEER ASSESSMENT

**Details are attached in the annexure i and ii*

7.4 Contribution to environmental awareness / protection

Guest lecture was organised about environmental awareness.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add.

1. First to introduce uniforms in B.Ed. colleges
2. Use of rubrics in internal assessment.
3. Installed awards gallery to exhibit awards received by staff and students

8. Plans of institution for next year

1. Start the M. Ed.
2. Short term Courses for Public – Communication Skills, Guidance & Counselling, Etc.
3. Develop the Sports Ground
4. Compound wall for the entire GVM's Campus
5. Take up Community based work projects
6. Organise International Seminars
7. Appoint a Counsellor for the college
8. Expand the facilities of the Library
9. Purchase foreign books
10. Strengthen the Research Centre
11. Improve the auditorium – top floor
12. Strengthen the activities of Dept. of Extension Services
13. In-service programmes for Alumni
14. Increase the Library hours
15. Institute Awards at the University
16. Programmes for Teaching & Non Teaching staff
17. An Annual Lecture series by Eminent Educationists
18. Generate funds
19. Transport facility from Panjim and Margao

Name: Dr. Anna Neena George

Name: Dr. Allan Joseph Abreo

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Annexure 1

Best practice of students' assignments.

Best practice 1:

1. Title of the practice: ASSESSMENT OF CO-CURRICULAR ACTIVITIES USING RUBRICS

2. Goal: To strengthen our cultural heritage and National identity and to enable the younger generation to reinterpret and re-evaluate the past with reference to the changing societal context.

3. Context and practice: The college has a strong tradition of celebrating cultural diversity of the country by observing National days and different religious festivals. The entire college participates in all the celebrations. It does give a huge platform for trainees to exhibit their talents and build cohesiveness. It brings in better understanding and appreciation of the cultural diversity, patriotism, ethos and heritage of the country. In the past, the efforts done by the trainees were assessed qualitatively. The efforts put in by the trainees were, very elaborate and a felt need arose by the teaching faculty to assess the efforts in a more scientific way. Thus, the need for rubrics to assess the performance of the trainees on different occasions was introduced. The rubrics would draw attention to neglected areas of performance and prevent the halo effect, making assessment more robust and

objective. The annual calendar of the college includes celebrations of all the festivals and the National days to be observed. The trainees are divided into groups of 20 and each group is assigned 2 mentors/group in-charges. Each group nominates its own student leaders. The group is assigned the celebration of a National day or religious festival. Each group announces the programme and competitions to be held, well in advance. The group leaders and the mentors keep a meticulous record of the performances of the individual trainees. The prizes won in inter-group and inter-college competitions are recorded. The mentors use custom-made rubrics, for assessing co-curricular activities, to award grades/marks to the trainees. The CCA (Co-curricular Activities) in-charge in consultation with all the mentors finalises and moderates the co-curricular marks which are then converted into grades.

4. Evidence of success: The trainees discovered their own selves, developed confidence and could even overcome stage fear. It helped the trainees to see the cultural ethos of the country in a new perspective. Patriotism took a deeper plunge, in the minds of the trainees. The trainees developed confidence and could overcome stage fear. It gave them a boost to explore abilities/areas they were once scared of. The sense of belongingness, time management, event management, cohesiveness, developed in the students as a nurturant effect. The mentors could identify abilities, talents and see the progression in the trainees. The trainees felt being assessed thoroughly and objectively. The performances of the trainees was meticulously recorded and assessed comprehensively.

5. Problems encountered: The prominent obstacle was inability on the part of the mentors, to take cognizance of all the roles played by each trainee in organizing the various cultural programmes. In order to circumvent this difficulty each trainee was asked to give their feedback of participation, roles and responsibility to the mentor teacher.

Contact details

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Name of the Principal: Dr. Allan Abreo, E-mail: allancora@gmail.com and gvm.educol@gmail.com

Name of the Institution: GVM's Dr. Dada Vaidya College of Education, Ponda, Goa

Accreditation Status : B Grade (2.77)

Website: <http://www.gvmcollege.com> , E mail : gvm.educol@gmail.com

Best Practice 2

1. Title: USE OF OBSERVATION BOOKS FOR PEER ASSESSMENT

2. Goal: To adapt pedagogical knowledge to the diverse contexts in teaching through critical reflection. To probe into the finer details of one's teaching vis-a-vis the classroom dynamics and topic specifications.

3. Context and practice: The tentative and fluid nature of the so-called knowledge-base of teacher education makes reflective practice the central aim of teacher education. The new paradigm of teacher education is to provide for reflection and independent study, help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, explaining the 'reason why' of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching. These capacities call for reflection from self and others about one's performance. The trainees are given opportunity to give feedback about their peer performances during all phases of Practice teaching (Micro-Teaching, peer teaching and practice teaching, internship). They give their opinion and suggestions about the peer performances (lesson delivery) and method teacher's demonstration lesson. It was found to be more skill based and not making the trainees to critically reflect on a broader aspects of teaching. It was not eliciting the much wanted reflection beyond classroom teaching skills. The need for an Observation book was mooted. The present Observation book is a revised version of an elaborate initial version. The trainees are asked to give their written feedback about their peers, during the first phase of Practice teaching itself. During this phase, they take clues from the feedback given by the method teacher/supervisor. This gives the initial exposure to comment critically about the peers in a formal environment. It develops ability to express their opinions and suggestions in a constructive manner than mere criticism. During the second phase, i.e., Peer teaching, the trainees are introduced to the Observation book. The observations are to be made based on Introduction, Content, Learning activities, Methods, Evaluation and Classroom management. The trainees are required to write the 3 Strong Points and 3 Suggestions for improvement for each peer lesson observed. Each trainee has to observe lessons of their peers in both the methods, spreading over the entire Practice teaching (peer teaching 2 lessons in each method, practice teaching 1 each, Internship 2 each). The trainees are required to observe 5 lessons of peers of other methods too. All the observations are duly signed by the supervisor and the peer being observed. The Peer teaching which conducted over a period of 2 weeks involves 2 lessons delivered per week by each trainee. The lessons are delivered to a group of 5 peers simulate as students, while 1 peer will be observing. The supervisor and the peer observer give their respective feedback at the end of the lesson. The trainees get ample opportunities to observe several of their peers delivering lessons on different topics of their respective methods. Though, it is a controlled environment, all classroom teaching skills, content mastery, use of learning activities and evaluation can be adequately observed. The Practice teaching phase wherein the trainee delivers lessons in actual school classroom renders a perfect milieu to observe and suggest, in varied social backgrounds and diverse learning needs. The peer observer, supervisor and other peers observe the lesson being delivered. The peer observer notes down the strong points and suggestions in the Observation book. The Internship also offers more similar opportunities for peer observation.

4.Evidence of success: Teacher education should help trainees integrate academic knowledge and professional learning into a meaningful whole. It offers the trainee an opportunity to see the potential of social context as a source for rejuvenating teaching and learning and the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities. The phase wise observation of the peer lessons reveals the gradual change and reduction of errors in the teaching. It shows how skills are learnt, how theoretical nuggets are transformed into classroom teaching techniques.

5.Problems encountered: NIL

6. Contact details:

Name of the IQAC Co- ordinator: Dr. Anna Neena George, E-mail: aneena2007@gmail.com

Name of the Principal: Dr. Allan Abreo, E-mail: allancora@gmail.com and gvm.educol@gmail.com

Name of the Institution: GVM'sDr. Dada vaidya College of Education, Ponda, Goa

Accreditation status : B Grade (2.77)

Website: <http://www.gvmcollege.com> , E-mail : gvm.educol@gmail.com

Annexure III

G.V.M'S Dr. DADA VAIDYA COLLEGE OF EDUCATION, PONDA GOA B.Ed. 2015-2017

STUDENT FEEDBACK ANALYSIS REPORT

- VERY GOOD
- GOOD
- AVERAGE
- SATISFACTORY
- NOT SATISFACTORY

TOTAL NO OF STUDENTS ANSWERED THE FEEDBACK: 98

Individual Question Analysis	Overall Question Analysis																				
<p>1)Induction to the B. Ed. Course</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><div style="background-color: #90EE90; width: 27%; height: 15px; display: inline-block;"></div> 27%</td> <td style="width: 40%; text-align: right;">26</td> </tr> <tr> <td><div style="background-color: #FFA500; width: 59%; height: 15px; display: inline-block;"></div> 59%</td> <td style="text-align: right;">58</td> </tr> <tr> <td><div style="background-color: #FFFF00; width: 12%; height: 15px; display: inline-block;"></div> 12%</td> <td style="text-align: right;">12</td> </tr> <tr> <td><div style="background-color: #00FFFF; width: 2%; height: 15px; display: inline-block;"></div> 2%</td> <td style="text-align: right;">2</td> </tr> <tr> <td><div style="background-color: #FF0000; width: 0%; height: 15px; display: inline-block;"></div> 0%</td> <td style="text-align: right;">0</td> </tr> </table>	<div style="background-color: #90EE90; width: 27%; height: 15px; display: inline-block;"></div> 27%	26	<div style="background-color: #FFA500; width: 59%; height: 15px; display: inline-block;"></div> 59%	58	<div style="background-color: #FFFF00; width: 12%; height: 15px; display: inline-block;"></div> 12%	12	<div style="background-color: #00FFFF; width: 2%; height: 15px; display: inline-block;"></div> 2%	2	<div style="background-color: #FF0000; width: 0%; height: 15px; display: inline-block;"></div> 0%	0	<p>Overall Syllabus</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><div style="background-color: #90EE90; width: 33%; height: 15px; display: inline-block;"></div> 33%</td> <td style="width: 40%; text-align: right;">33</td> </tr> <tr> <td><div style="background-color: #FFA500; width: 45%; height: 15px; display: inline-block;"></div> 45%</td> <td style="text-align: right;">45</td> </tr> <tr> <td><div style="background-color: #FFFF00; width: 15%; height: 15px; display: inline-block;"></div> 15%</td> <td style="text-align: right;">15</td> </tr> <tr> <td><div style="background-color: #00FFFF; width: 5%; height: 15px; display: inline-block;"></div> 5%</td> <td style="text-align: right;">5</td> </tr> <tr> <td><div style="background-color: #FF0000; width: 1%; height: 15px; display: inline-block;"></div> 1%</td> <td style="text-align: right;">1</td> </tr> </table>	<div style="background-color: #90EE90; width: 33%; height: 15px; display: inline-block;"></div> 33%	33	<div style="background-color: #FFA500; width: 45%; height: 15px; display: inline-block;"></div> 45%	45	<div style="background-color: #FFFF00; width: 15%; height: 15px; display: inline-block;"></div> 15%	15	<div style="background-color: #00FFFF; width: 5%; height: 15px; display: inline-block;"></div> 5%	5	<div style="background-color: #FF0000; width: 1%; height: 15px; display: inline-block;"></div> 1%	1
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<p>2)Depth of the course content including project work if any</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><div style="background-color: #90EE90; width: 18%; height: 15px; display: inline-block;"></div> 18%</td> <td style="width: 40%; text-align: right;">18</td> </tr> <tr> <td><div style="background-color: #FFA500; width: 52%; height: 15px; display: inline-block;"></div> 52%</td> <td style="text-align: right;">51</td> </tr> <tr> <td><div style="background-color: #FFFF00; width: 24%; height: 15px; display: inline-block;"></div> 24%</td> <td style="text-align: right;">24</td> </tr> <tr> <td><div style="background-color: #00FFFF; width: 3%; height: 15px; display: inline-block;"></div> 3%</td> <td style="text-align: right;">3</td> </tr> <tr> <td><div style="background-color: #FF0000; width: 1%; height: 15px; display: inline-block;"></div> 1%</td> <td style="text-align: right;">1</td> </tr> </table>	<div style="background-color: #90EE90; width: 18%; height: 15px; display: inline-block;"></div> 18%	18	<div style="background-color: #FFA500; width: 52%; height: 15px; display: inline-block;"></div> 52%	51	<div style="background-color: #FFFF00; width: 24%; height: 15px; display: inline-block;"></div> 24%	24	<div style="background-color: #00FFFF; width: 3%; height: 15px; display: inline-block;"></div> 3%	3	<div style="background-color: #FF0000; width: 1%; height: 15px; display: inline-block;"></div> 1%	1											
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<p>3)Extent of course coverage</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><div style="background-color: #90EE90; width: 22%; height: 15px; display: inline-block;"></div> 22%</td> <td style="width: 40%; text-align: right;">22</td> </tr> <tr> <td><div style="background-color: #FFA500; width: 45%; height: 15px; display: inline-block;"></div> 45%</td> <td style="text-align: right;">44</td> </tr> <tr> <td><div style="background-color: #FFFF00; width: 21%; height: 15px; display: inline-block;"></div> 21%</td> <td style="text-align: right;">21</td> </tr> <tr> <td><div style="background-color: #00FFFF; width: 10%; height: 15px; display: inline-block;"></div> 10%</td> <td style="text-align: right;">10</td> </tr> <tr> <td><div style="background-color: #FF0000; width: 1%; height: 15px; display: inline-block;"></div> 1%</td> <td style="text-align: right;">1</td> </tr> </table>	<div style="background-color: #90EE90; width: 22%; height: 15px; display: inline-block;"></div> 22%	22	<div style="background-color: #FFA500; width: 45%; height: 15px; display: inline-block;"></div> 45%	44	<div style="background-color: #FFFF00; width: 21%; height: 15px; display: inline-block;"></div> 21%	21	<div style="background-color: #00FFFF; width: 10%; height: 15px; display: inline-block;"></div> 10%	10	<div style="background-color: #FF0000; width: 1%; height: 15px; display: inline-block;"></div> 1%	1											
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<p>4)Applicability/relevance to real life situation</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><div style="background-color: #90EE90; width: 23%; height: 15px; display: inline-block;"></div> 23%</td> <td style="width: 40%; text-align: right;">23</td> </tr> <tr> <td><div style="background-color: #FFA500; width: 53%; height: 15px; display: inline-block;"></div> 53%</td> <td style="text-align: right;">52</td> </tr> <tr> <td><div style="background-color: #FFFF00; width: 14%; height: 15px; display: inline-block;"></div> 14%</td> <td style="text-align: right;">14</td> </tr> <tr> <td><div style="background-color: #00FFFF; width: 5%; height: 15px; display: inline-block;"></div> 5%</td> <td style="text-align: right;">5</td> </tr> <tr> <td><div style="background-color: #FF0000; width: 0%; height: 15px; display: inline-block;"></div> 0%</td> <td style="text-align: right;">0</td> </tr> </table>	<div style="background-color: #90EE90; width: 23%; height: 15px; display: inline-block;"></div> 23%	23	<div style="background-color: #FFA500; width: 53%; height: 15px; display: inline-block;"></div> 53%	52	<div style="background-color: #FFFF00; width: 14%; height: 15px; display: inline-block;"></div> 14%	14	<div style="background-color: #00FFFF; width: 5%; height: 15px; display: inline-block;"></div> 5%	5	<div style="background-color: #FF0000; width: 0%; height: 15px; display: inline-block;"></div> 0%	0											
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<p>5)Learning Values(in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><div style="background-color: #90EE90; width: 39%; height: 15px; display: inline-block;"></div> 39%</td> <td style="width: 40%; text-align: right;">38</td> </tr> <tr> <td><div style="background-color: #FFA500; width: 49%; height: 15px; display: inline-block;"></div> 49%</td> <td style="text-align: right;">48</td> </tr> </table>	<div style="background-color: #90EE90; width: 39%; height: 15px; display: inline-block;"></div> 39%	38	<div style="background-color: #FFA500; width: 49%; height: 15px; display: inline-block;"></div> 49%	48																	
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10%	10
0%	0
2%	2

6) Relevance of additional source material in the Library

28%	27
45%	44
16%	16
4%	4
7%	7

7) College programme is suitable for the development of student's various potential

34%	33
48%	47
11%	11
6%	6
0%	0

8) Fair & encouraging internal assessment

21%	21
41%	40
24%	24
9%	9
4%	4

9) Apt & timely assignments (Essays, Open book)

22%	22
42%	41
30%	29
6%	6
0%	0

10) Well planned course

22%	22
39%	38
21%	21
13%	13
4%	4



