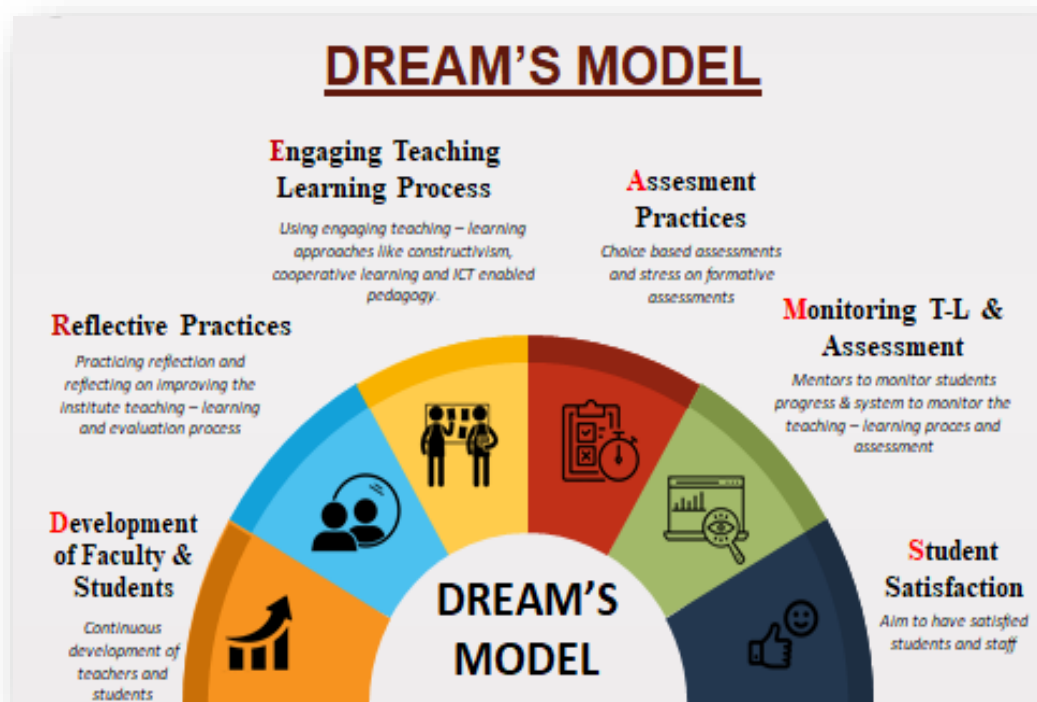


## **DREAMS MODEL**

### **CONTEXT:**

Keeping in mind the vision statement '*MIT School of Education & Research aspires to be an academia for scholars with focus on research, innovative, reflective practices in teaching and learning, also promoting humane and inclusive education to meet global standards*' we plan our curriculum.

Teaching learning practices, evaluation all are aligned to the vision statement. We have designed our curriculum in such a way that the students graduating from school of education are reflective practioner, are innovative, are updated with recent trends, accommodate everyone and contribute to the society and nation at large. MIT School of Education dreams to be an institution where students and faculty are continuously developing, reflecting for improving the practices, continuously assessing, participate in engaging activities, monitor the process and are satisfied at the end. So, the thought DREAMS MODEL came into our minds and it became a reality. Dream's model for teaching – learning stands for:



### **OBJECTIVES OF THE PRACTICE:**

The main aim of this practice was to equip the students with recent trends in education through use of updated teaching – learning activities and provide with stress free assessments so that students and faculty are satisfied with the overall teaching – learning process of the institution. Also a major goal is to set a bench mark for other teacher education institutions in the area of teaching – learning and evaluation.

The objectives of the best practice in teaching – learning was to:

- ✓ *Have a fully transparent enrollment process as per University and Government norms.*
- ✓ *Develop and use instructional strategies that continuously engage students in higher order thinking skills.*
- ✓ *Cater to variety of needs of students through differentiated instructions and assessments.*
- ✓ *Provide choice based assessments meeting needs of the students.*
- ✓ *Plan and help in continuous professional development of faculty so that they can use student centered pedagogy.*
- ✓ *Equip student and faculty with use of ICT enabled pedagogy.*
- ✓ *Continuously evaluate the teaching – learning and assessment process for revisiting and improvising the same.*

### **PRACTICE:**

During the academic session 2019 - 2020, MIT Art, Design and Technology University's School of Education and Research modified the curriculum which leads to changing of the process and a very different approach to assessment. It started with admission process for which centralized admission process through PERA was decided as per DHE norms for B.Ed. Application forms for the admission was filled through university website, advertisement was given on the website and counseling recorded and is shared with

**KA II - QA 2.1 - QI 1:**

*The admission process of the institution is widely publicized and is transparent.*

**KA II - QA 2.1 - QI 4:**

*The institution implements the statutory reservation policies.*

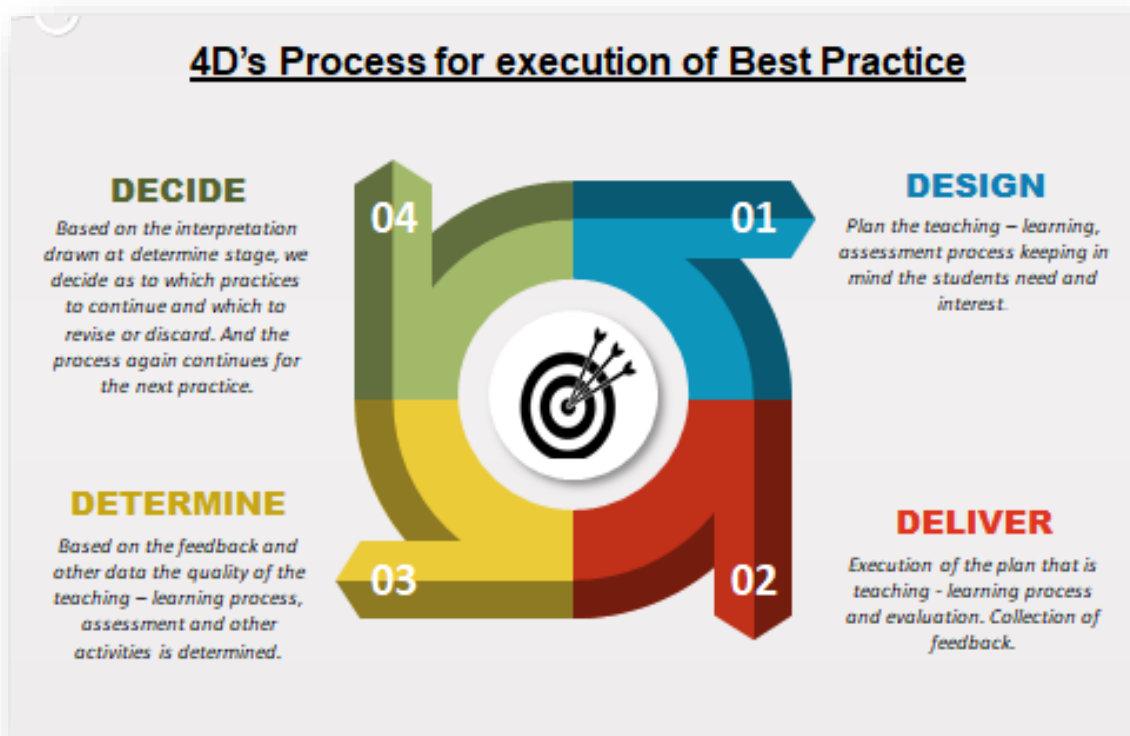
all in university. So there is complete transparency in the admission process. Students come from all parts of the country and get admission through PERA CET for B.ED and centralized admission process for other courses. All other practices were followed based on DREAM's MODEL approach.

**KA II - QA 2.1 - QI 3:**

*The institution has an inclusive admission policy catering to diverse student groups.*

**The Practice:**

The plan constituted of the following stages:



**DESIGN:** This is the first stage where planning for all the components related to this criteria was done. All the activities, strategies for transaction of the curriculum, evaluation process and feedback mechanism along with admission process were discussed in the IQAC meetings of the institution keeping in mind the vision of the institution that is *MIT School of Education & Research aspires to be an academia for scholars with focus on research, innovative, reflective practices in teaching and learning, also promoting humane and inclusive education to meet global standards*'. Learning outcomes of the programs designed by the teachers should be clearly defined so that it can be measured. All this comes under program plan. Decisions were taken by the committee members and every ones views were considered. Before planning for the current admission process last year admission process and profile of students was reviewed based on which decisions were taken like which area to consider for the admissions, what points to be discussed during counseling, what is the university process and how good candidates can be attracted to this field.

Design stage caters to below mentioned points:

- **Development of Faculty:** Faculty already working with the institution undergoes an interview for appraisal. Appraisal process of the University is many layered during which contribution of staff to the university and institution is considered, along with professional development of the faculty. New teachers are appointed as per their qualifications and NCTE/UGC norms through a centralized recruitment process of the University. We have staff as per NCTE staffing pattern for B.Ed. For the year 2019 – 2020 faculty development programs for the University teachers and for the SOER faculty was planned. Induction program is

**KA II - QA 2.1 - QI 1:**

*The admission process of the institution is widely publicized and is transparent.*

**KA II - QA 2.6 - QI 36:**

*The institution ensures that its various programmes and activities help achieve the stated graduate attributes.*

**KA II - QA 2.6 - QI 35:**

*The graduate attributes of the institution are clearly defined /articulated*

**KA II - QA 2.6 - QI 37:**

*The institution encourages all its departments to clearly state the learning outcomes of its programmes.*

**KA II - QA 2.1 - QI 2:**

*The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement of the process*

**KA II - QA 2.4 - QI 22:**

*The institution adheres to UGC/ State Govt. norms for faculty recruitment and promotion*

**KA II - QA 2.3 - QI 16:**

*The institution gives due recognition to innovative and creative contributions of its faculty and students.*

**KA II - QA 2.1 - QI 5:**

*The institution organizes orientation programmes / induction programmes for freshers.*

**KA II - QA 2.4 - QI 19:**

*The institution has adequate, well qualified faculty.*

**KA II - QA 2.4 - QI 20:**

*Diversity in the recruitment of faculty is encouraged.*

## [BEST PRACTICE : CRITERIA II: TEACHING, LEARNING & EVALUATION]

organized by the University for Newly Appointed Staff during which vision, mission and ethics of the profession are discussed. Faculty development program in which SOER faculty were the trainers where conducted for all the university teachers. It helps in maintain the quality of the teachers and updating them in recent trends in education. Faculties chosen at SOER are mostly doctorate in education and with necessary degree as per NCTE/UGC norms. Salaries are not bound for talented staff as for the institution quality is kept at first priority. Faculty are encouraged to take up higher studies and other professional activities to enhance their skills and all this is appreciated through appraisals.

**Reflective Practices:** This component is very much part of every process. All meetings start with reflection on the work done in various areas till now and what all things are working and what we can discontinue. Curriculum changes are done using this and new assessment and evaluation process or teachings – learning strategies are changed based on self-reflection and feedback from the stakeholders.

- **Engaging teaching – learning process:** During the meetings the activities to be conducted as CA and teaching of subjects was discussed. All teachers submit their program plan which is discussed in IQAC meetings to maintain uniformity and include activities that cater to the higher order thinking skills. Planning involves taking care of differently abled children is any enrolled for the course. So in this case what changes needs to be done in the teaching – learning assessment is already planned. Planning of extra courses like multiculturalism, life skills is planned. All the activities are designed keeping in mind including all types of learners as mostly our learners come from vernacular mediums and different age group.

### 2016-2017 KA II - QA 2.4 - QI 21:

*The institution facilitates the participation of its teachers in teacher recharge programmes.*

### KA II - QA 2.4 - QI 22:

*The institution ensures that teaching positions against sanctioned posts are filled in reasonable time.*

### KA II - QA 2.4 - QI 25:

*The institution attracts distinguished faculty for appointment as emeritus / distinguished professors.*

### KA II - QA 2.4 - QI 27:

*The institution facilitates mobility of its faculty through exchange programmes.*

### KA II - QA 2.4 - QI 26:

*The faculty are encouraged to demonstrate creativity and innovation in teaching..*

### KA II - QA 2.2 - QI 6:

*The institution assesses the learning levels of the students, after admission and designs programmes for advanced learners and slow learners.*

### KA II - QA 2.3 - QI 9:

*The institution meticulously plans and organizes its teaching schedule.*

### KA II - QA 2.2 - QI 7:

*Analyses the academic growth of differently-abled students and provides tutorials for needy students.*

### KA II - QA 2.2 - QI 8:

*The institution fosters an inclusive academic ambience*

### KA II - QA 2.3 - QI 10:

*Student centered methods are an integral part of the pedagogy adopted by the faculty*

- **Assessment Practices:** During meetings we also decided the weightage to the assessment components. How much weightage give to internal and external. What activities to be included as CA and how to make practical more relevant. Teacher's are allotted subjects at very start of the academic year so that they get almost more than a month to plan all the activities for the next year. We had provided options in choosing practical's and CA activities to the students. More stress on applying theory than just learning theories. Students if facing any issues in examinations we have an internal assessment committee which looks after the issue. This committee also plans and discusses the examination process and plans for smooth conduct of all examinations.
- **Monitoring teaching – learning process:** At the start of the year the process of monitoring the teaching – learning process is also devised. Feedback will be collected from students, principal talks with students, grievance cell of the students. Many ways are planned and students informed about the same. We also have internal audits done by university and institutional audit is also planned for the academic year.
- **Student satisfaction:** Aim before planning is to provide support to students as our students don't have age bar and are adults. So we plan for providing mentors, support in teaching learning and choices in assessment so that at the end learning happens and learners are happy.

**KA II - QA 2.5 - QI 34:**

*The institution has an effective mechanism for redressal of grievances pertaining to examinations*

**KA II - QA 2.3 - QI 10:**

*Student centered methods are an integral part of the pedagogy adopted by the faculty*

**KA II - QA 2.3 - QI 15:**

*The institution follows a system of mentor-mentee to meet the academic and personal needs of students.*

**KA II - QA 2.7 -:**

*The institution carries out student satisfaction survey*

**KA II - QA 2.4 - QI 24:**

*The institution organizes induction and in-service academic development programmes for its faculty*

**KA II - QA 2.3 - QI 11:**

*Experiential learning, participative learning, problem solving methodologies are used.*

**DELIVER:** This stage comes after planning stage all the activities planned is executed. FDP was organized for faculty, teacher executed their session plans, and plenty of activities were

conducted for students, choices given in assessment. Continuous monitoring was done by IQAC meetings by taking review of the work done. Any support required in terms of resources is provided to the faculty for smooth conduct of the activities. During the academic year we conducted FDP for university teachers and sessions of faculty of SOER was conducted every month to discuss something new. Activities like seminars, quiz, poster presentation, discussions, exhibitions, role plays, drama, field visits, projects were conducted as a part of curricular and many co – curricular activities were conducted. Teachers teach using ICT tools like g suite, video recordings shared, material shared through drive, demo lessons recorded and shared and all the sessions are either equipped with ICT or activity based. The syllabus has components of ICT integrated so well as all students and teachers are well versed with ICT. Internal assessments in the form of seminars, assignments, quiz, tutorials, etc. were conducted. Final exams and internals were executed as per academic calendar. Results of internal as well as externals examinations were shared with the students and displayed on the notice board. Examination process of university is controlled through weshinotech. Form filling, checking of scanned answer sheets, declaration of results is all computerized.

**DETERMINE:** Based on the feedback collected and data obtained through assessments and reflections of the teachers we discussed what went very well and what needs improvement. Mostly the activities were taken positively by the students; co-curricular activities were also nicely organized. During the meeting it was decided that tutorials could be removed from the coming academic year as we can go for more CA activities. More variety in CA activities and more increase in type of lessons were decided. So, all the activities, assessment process which worked

**KA II - QA 2.3 - QI 18:**

*Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process.*

**KA II - QA 2.5 - QI 28:**

*The institution disseminates the evaluation processes to all its stakeholders.*

**[BEST PRACTICE : CRITERIA II:  
TEACHING, LEARNING & EVALUATION]**

2019

**KA II - QA 2.6 - QI 37:**

*The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the university.*

well will be continued and which did not will be improvised or changed.

**KA II - QA 2.6 - QI 39:**

*The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures..*

**DECIDE:** Based on the data major decisions in changing the assessment pattern for the year 2020 – 21 was taken where in for B.Ed. tutorials will be removed and CA activity given more weightage. Revision of M.A education syllabus was planned keeping in mind the changes in the field of education. So decisions were taken and the cycle continues.

**KA II - QA 2.5 - QI 31:**

*Reforms in the examination procedures and processes have positively impacted the examination management system. (for Universities and Autonomous Colleges)*

**Obstacles Faced and strategies to overcome them:** As such due to timely meetings and review of the work no major issue raised as any minor issue was resolved immediately. Major issue came due to lockdown and exams of students pending. Immediate decision was taken of conducting online sessions for pending syllabus and exams as per University norms. Faculty was involved in revisiting the syllabus keeping in mind the post covid changes. And ICT was made very much part of it for all courses.

**IMPACT OF THE PRACTICE:**

Major impact of the practice which involves all the key areas like teaching – learning, assessment, faculty and feedback was that the process went on smoothly with no failures. Feedback obtained by students was very nice. Many students opted for continuing further education with us as they were happy with curriculum, transaction and faculty. This practice helped in having a curriculum that matches international standards and has all components updated. Choices in assessment helped students to have stress free environment. Best is very nice feedback from students and their employers as to the skill they gained where very useful for them in real practice. Overall the continuous changes control and monitoring helped achieve the vision of the institution.



**RESOURCES REQUIRED:**

For effective implementation of DREAM'S model we require ICT equipped infrastructure, skilled human resource, teaching – learning resources, well equipped library, infrastructural facilities for enabling activity based learning.

**Contact Details**

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**List of Key Indicators and Quality Indicators**

Quality Aspect	Quality Indicator
<p><b>2.1. Student Enrolment and Profile</b></p>	The admission process of the institution is widely publicized and is transparent.
	The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement of the process.
	The institution has an inclusive admission policy catering to diverse student groups
	The institution implements the statutory reservation policies.
<p><b>2.2. Catering to Student Diversity</b></p>	The institution organizes orientation programmes / induction programmes for freshers.
	The institution assesses the learning levels of the students, after admission and designs programmes for advanced learners and
	Analyses the academic growth of differently-abled students and provides tutorials for needy students.
	The institution fosters an inclusive academic ambience
<p><b>2.3. Teaching- learning Process</b></p>	The institution meticulously plans and organizes its teaching schedule.
	Student centered methods are an integral part of the pedagogy adopted by the faculty.
	Experiential learning, participative learning, problem solving methodologies are used.
	The institution has formal linkages with national agencies like NMEICT to promote blended learning.
	Latest technologies are used by the faculty for effective teaching.
	The learning environment is conducive for critical thinking, creativity and scientific temper
	The institution follows a system of mentor-mentee to meet the academic and personal needs of students.
	The institution gives due recognition to innovative and creative contributions of its faculty and students.
	Projects / field experiences are integrated into the learning programmes
	Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process.

Quality Aspect	Quality Indicator
<p><b>2.4. Teacher Quality</b></p>	The institution has adequate, well qualified faculty.
	Diversity in the recruitment of faculty is encouraged
	The institution facilitates the participation of its teachers in teacher recharge programmes.
	The institution ensures that teaching positions against sanctioned posts are filled in reasonable time.
	The institution adheres to UGC/ State Govt. norms for faculty recruitment and promotion.
	The institution organizes induction and in-service academic development programmes for its faculty
	The institution attracts distinguished faculty for appointment as emeritus / distinguished professors.
	The faculty are encouraged to demonstrate creativity and innovation in teaching.
	The institution facilitates mobility of its faculty through exchange programmes.
<p><b>2.5. Evaluation Process and Reforms</b></p>	The institution disseminates the evaluation processes to all its stakeholders.
	The institution adheres to the academic calendar for conduct of examinations.
	The institution ensures timely declaration of results. (for Universities and Autonomous Colleges)
	Reforms in the examination procedures and processes have positively impacted the examination management system. (for Universities and Autonomous Colleges)
	Transparency and security of evaluation system is ensured.
	Technology is effectively used in the examination management process.
	The institution has an effective mechanism for redressal of grievances pertaining to examinations.

Quality Aspect	Quality Indicator
<p><b>2.6. Student Performance and Learning Outcomes</b></p>	<p>5. The graduate attributes of the institution are clearly defined /articulated</p>
	<p>The institution ensures that its various programmes and activities help achieve the stated graduate attributes.</p>
	<p>The institution encourages all its departments to clearly state the learning outcomes of its programmes.</p>
	<p>. The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the university.</p>
	<p>The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.</p>
	<p>New technologies are deployed by the institution to enhance student learning.</p>
<p><b>2.7. Student Satisfaction survey</b></p>	<p>Survey</p>



Health and Nutrition Activity



Workshop on Art in Education



SOER Family



Dussehra Celebration



Workshop on Teaching-Learning Resources



Felicitation of meritorious student

Assembly







Gender Vase Exhibition



Teachers Day Celebration



Let's unveil your creative side



ADT Talk Show Winner



Diya Making



Visit to Jagruti Rehabilitation Centre





Contest on Innovative Teaching Learning Practices





Dramatics