Self Study Report

(FIRST CYCLE)

(Minority Institution)

Dr. Babasaheb Ambedkar Smarak Samiti

MAHATMA PHULE COLLEGE OF EDUCATION

Anandwan Campus

Phulenagar, Peer Bazar, Osmanpura, Aurangabad – 431005

(Maharashtra State)

Phone & Fax (0240) 2353590 email: drbass09@gmail.com

Website: www.dr_bass.org.

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission P. O. Box.

No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

December, 2015

Contents

Preface

Background of the Establishment of Dr. Babasaheb Ambedkar Smarak Samiti :-

For hundreds of years public in General and ladies were restrained from Education. Due to which this class as leading wide life. **Mahatma Jyotiba Phule** and **Savitribai Phule** worked Revolutionary to get Education to labour class, Dalits, and Ladies, so as to bring them out of slavery. This Revolutionary Task was continued by **Bharatratana Dr. Babasaheb Ambedkar.** There was Nizam reignment in Marathwada and Educational position of Dalits was very bad. **Dr. Babasaheb Ambedkar** Established **Milind College at Aurangabad** through **People's education society.** This proved a Revolutionary Start throughout India. Because a sect of people who has not seen light of knowledge and education they got a chance of self progress. This opportunity was created by **Dr. Babasaheb Ambedkar. Founder President of Dr. Babasaheb Ambedkar Smarak Samiti Ex-Minister Shri Gangadhar Gade** has also got a chance to be educated from the **Milind college Aurangabad. Dr. Babasaheb Ambedkar** gave a message to the deprived Class that **learn – Unite and struggle. Shri Gangadhar Gade** was impressed and inspired by this message and he devoted himself for social work. All the persons from Deprived Class should be educated in the region of **Marathwada and Vidarbha,** so that the Slavory of this Sect can be removed. And they will participate in the progress of this Nation. This was the main object in the Establishment of **Dr. Babasaheb Ambedkar Smarak Samiti.** This object was in the mind of **Shri Gangadhar Gade** and he established this **Dr.**

Babasaheb Ambedkar Smarak Samiti in the year 1978. Through this media various branches of Education is developed. All the post Holders, Teachers and staff of the society are working restlessly to bring the Dalits and Deprived Class people in main stream of the nation by way of Quality Education. Not only four boundary wall education is provided but practical education is provided and students are moulded in progress from all angels. Also projects are carried over which can develop self strength in the students.

A quarter of a century ago hardly anybody would have realised the need of a college of education which would cater to the needs of teachers of Marathi medium secondary schools in Maharashtra. There wasn't a single college of education in existence for this purpose. The **Ex. Minister Gangadhar Gade** rose to the need of the hour and established such an institution in the backward region of Maharashtra; thus came into existence the **"Mahatma Phule College of Education"** in 1990. It is located in the historical city of Aurangabad. It was established under the auspices of hands **Ex. Minister Gangadhar Gade**, renowned scholar, politician of great integrity, educationist of great foresight and an eminent author of international repute. The College bears testimony to **Ex. Minister Gangadhar Gade** foresight and vision in recognizing the need for a college of education that would focus on training teachers of Marathi in them the spirit of secularism and national integration.

Objectives:

To train and develop integrated and effective teachers with the highest level of excellence.

To organise advanced studies and promote research in education.

To provide cultural, secular and ethical values and foster in students the spirit of National Integration.

To achieve the objectives of secularism by promoting literacy and wisdom among students.

To carry out social services through extensive activities and hence pave the way for self empowerment and develop dignity of labour.

To inculcate innovative and research aptitude among prospective teachers and bring them into the new realm of education and technology.

SPECIAL FEATURES OF THE INSTITUTION:

- Excellent results, right from inception till date. (75%)

- Spacious and well furnished classroom.

- Well equipped library, separate laboratories for the subjects science, psychology and computer.

- Peaceful campus life conducive to better learning.

- Sports and recreational facilities.

- Wide scope for research and innovation for students.

PART – I

INSTITUTIONAL DATA

1.1 PROFILE OF THE INSTITUTION:

PART – I

INSTITUTIONAL DATA

1.1 PROFILE OF THE INSTITUTION:

Name and address of the

1. Institution: Mahatma College of
Education,
Anandwan Campus, Phulenagar,
Peer Bazar, Osmanpura,
Aurangabad – 431005.

2. Website URL   :   www.dr_bass.org

3. For communication   :

Office

Name	Telephone number with STD code	Fax No.	E-Mail Address
Principal Dr. M. R. Gawai	(0240) 2353590	(0240) 2353590	drbass09@gmail.com
Self-appraisal coordinator Dr. S. G. Gade	(0240) 2353590	(0240) 2353590	drbass09@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. M.R. Gawai	(0240) 2353590	9822055855
--		
Dr. S. G. Gade	(0240) 2353590	9922011118

Location of the Institution:

Urban [✓] Semi-Urban [ ] Rural [ ] Tribal [ ] Any other [ ]

5. Campus area in   [2.66]   acres:

Is it a recognized minority institution?

Yes [✓] No [ ]

7.   Date of establishment of the institution:

Month	Year
April	**1990**

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

Dr. BabasahebAmbedkar Marathwada University Aurangabad

9.   Details of UGC recognition under Section 2(f) and 12(b) of the UGC Act:

2f	
Month	Year

12(b)	
Month	Year

10.   Type of Institution:

By Funding:

(i)   By Government ☐

(ii)   Grant-in-Aid ☐

(iii)   Constituent ☐

(iv)   Self-financed ✓

(v)   Any other (specify and indicate) ✓
       (G.O.I. Scolarship)

By Gender:

(i)   Only for Man ☐

(ii)   Only for Women ☐

(iii)   Co-education ✓

(c)   By Nature:

(i)   University Department ☐

(ii)   IASE ☐

(iii)   Autonomous College ☐

(iv)   Affiliated College ✓

(v)   Constituent College ☐

(vi)   Dept. of Education of Composition College ☐

(vii) CTE ✓

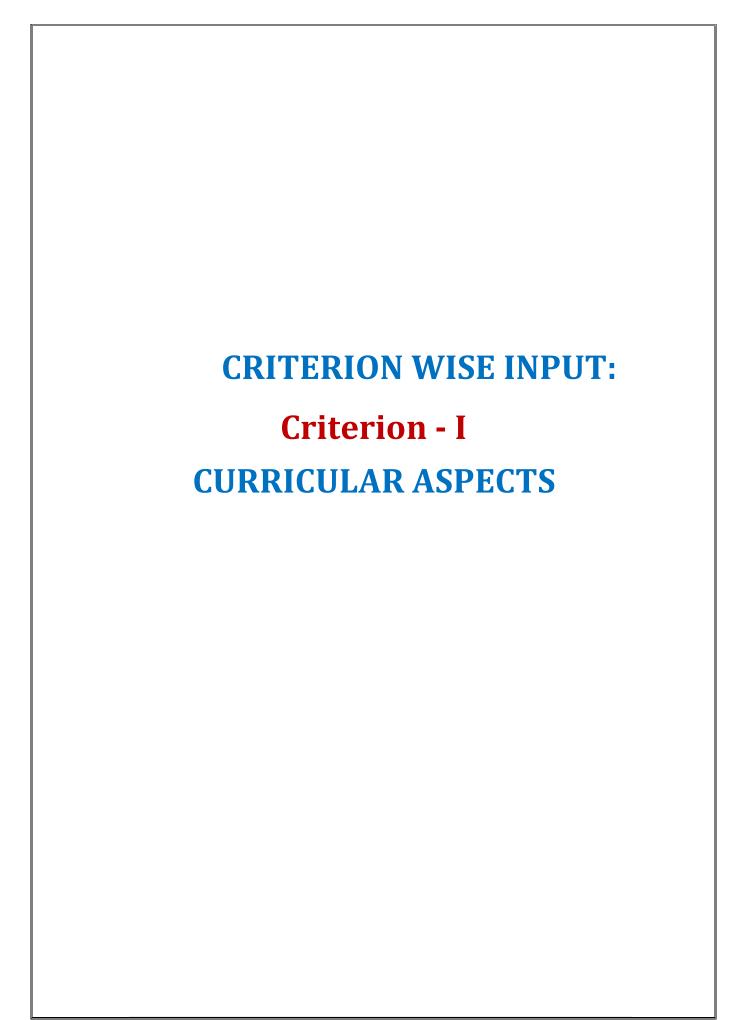(viii) Any other (specify and indicate) ☐

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

Yes ✔   No ☐

If yes, has the institution applied for autonomy?

Yes ☐   No ✔

12. Details of Teacher Education programmes offered by the institution:

Sr. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Secondary / Sr. Secondary	B.Ed.	B.A./B.SC./B.COM	Degree	Two Year	Marathi,
ii.	Post Graduate	M.Ed.	B.Ed.	Degree	Two Year	Marathi

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary / Sr. Secondary	B.Ed. Non-Grant	WRC/APW02020/113145/2015/146377	Permanent	100
Post Graduate	M.Ed.	WRC/APW05616/12096/113145/140T4/2010/74792	Permanen	50

CRITERION WISE INPUT:

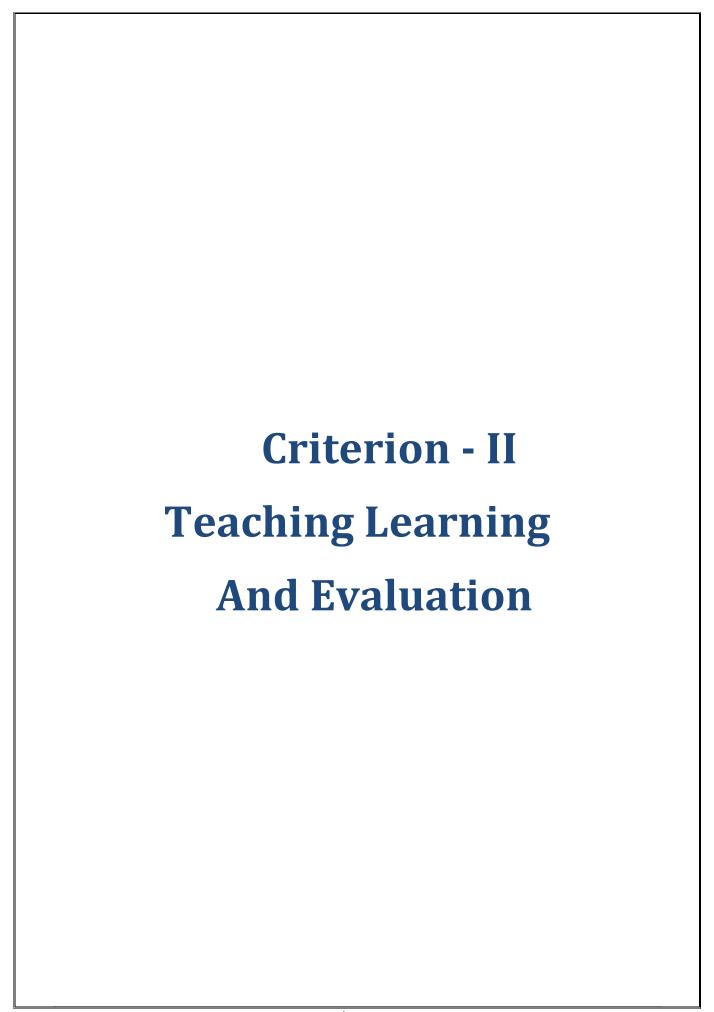# Criterion - I

CURRICULAR ASPECTS

1.2 CRITERION WISE INPUT:

Criterion - I

Curricular Aspects

1. Does the Institution have 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 [ ]

If yes,

(a) How many programmes?   [2]

Fee charged per programme:
B.Ed.   [24403/-]

M.Ed.   [51485/-]

3. Are these programmes with semester system

Yes [ ]   No [✓]

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

Yes [✓]   No [ ]

If yes, how many faculty are on the various curriculum development / vision committees / boards of Universities / regulating authority.

02

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

D.Ed.   NA

B.Ed.   07

M.Ed. (Full-time)   Full-time

M.Ed. (Part-time)   NA

Any other (specify and indicate)   NA

6. Are these Programmes offered in modular form:

Yes ☐   No ☑

Number   NA

7. Are there Programmes where assessment of teachers by the students has been introduced?

Yes ☑   No ☐

Number   02

8. Are there Programmes with faculty exchange / visiting faculty?

Yes ☑   No ☐

Number   04

9. Is there any mechanism to obtain feedback on the curricula aspects from The

	Yes	No
Head of practice teaching schools	☑	☐
Academic peers	☑	☐

Alumni ☑ ☐

Students ☑ ☐

Employers ☑ ☐

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

New programmes are introduced by the University. As per University Decision.

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

Yes ☐   No ☑

Number   NA

12. Are there courses in which major syllabus revision was done during the last five years?

Yes ☐   No ☑

Number   NA

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ☑   No ☐

14. Does the institution encourage the faculty to prepare course outline?

Yes ☑   No ☐

Criterion - II
Teaching Learning
And Evaluation

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 and Interview   ☐

   (d)   Entrance Test and Interview for Association   ☑

   (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   21st June 2014

   (b)   Date of last admission   30th Aug 2014

   (c)   Date of closing of the academic year   23rd April 2015

   (d)   Total teaching days   105

   (e)   Total working days   180

3.   Total number of students admitted:

Programme	Number of students			Reserved			Open		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
D.Ed.	---	---	---	---	---	---	---	---	---
B.Ed.	29	71	100	21	54	75	08	17	25
M.Ed. (Full Time)	13	22	35	04	10	14	09	12	21
M.Ed. (Part Time)	----	----	---	---	---	---	---	---	---

4. Are there any overseas students?

Yes [ ]   No [✓]

If yes, how many?   [--]

5. What is 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 (B.Ed.)   [15099/-]

    (b) Unit cost including salary component (M.Ed.)   [29040/-]

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	77.00	46.47	74.72	46.04
M.Ed. (Full Time)	85.00	49.00	73.00	58.00
M.Ed. (Part Time)	--	--	--	--

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

Yes [ ]   No [✓]

8. Does the institution develop its academic calendar?

Yes [✓]   No [ ]

9. Time allotted (in percentage)

Programme	Theory	Practice teaching	Practicum
D.Ed.	--	--	--
B.Ed.	60%	20%	20%
M.Ed. (Full Time)	60%	--	40%
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

(a) Number of pre-practice teaching days `20`

(b) Minimum number of pre-practice teaching lesson given by each Student `34`

11. Practice teaching at school

(a) Number of schools identified for practice teaching `05`

(b) Total number of practice teaching days `24`

(c) Minimum number of practice teaching lesson given by each student `24`

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

No. of lessons in simulation `No.` No. of Lessons Pre-practice teaching `34`

13. Is the scheme of evaluation made known to the students at the beginning of the academic session?

Yes ✓   No ☐

14. Does the institution provide for continuous evaluation?

Yes ✓   No ☐

15. Weightage (in percentage given to internal and external evaluation)

Programmes	Internal	External
D.Ed.	--	--
B.Ed.	40%	60%
M.Ed. (Full Time)	40%	60%
M.Ed. (Part Time)	--	--

16. Examinations:

(a)   Number of sessional tests held for each paper | 4 |

(b)   Number of assignments for each paper | 2 |

17. Access to ICT (information and communication technology) and technology

Particulars	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / Courseware (CDs)	✓	
Audio Resources	✓	
Video Resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	--	

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

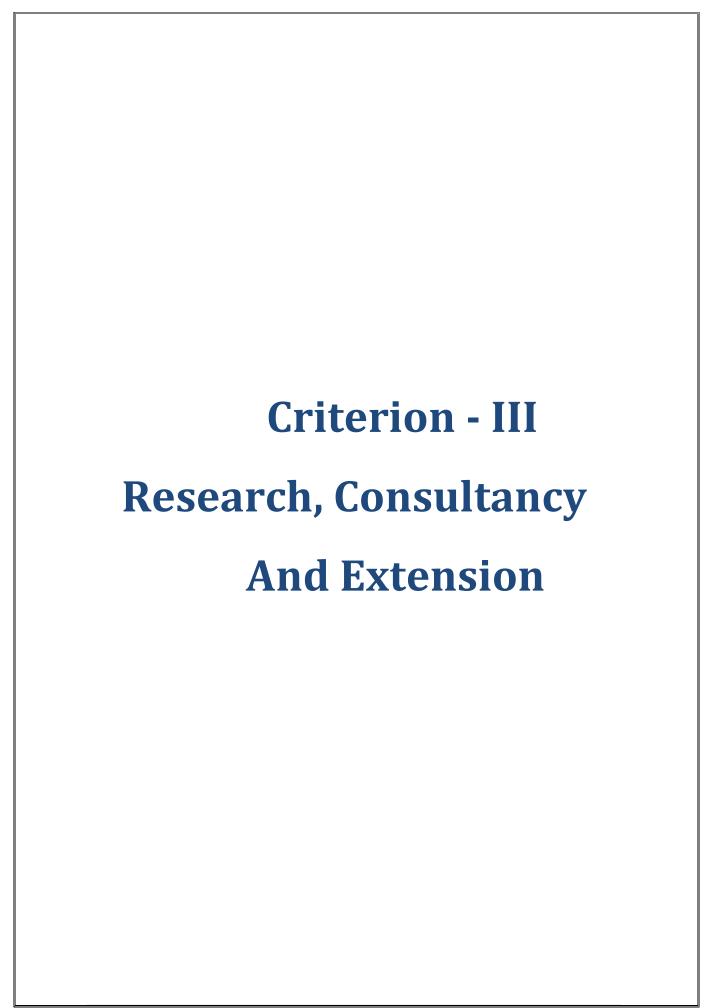Yes [✓]   No [ ]

Number   [5]

19.   Does the institution offer computer science as the subject?

Yes   No [✓]

If yes, is it offered as a compulsory or optional paper?

Compulsory [ ]   Optional [✓]

Criterion - III

Research, Consultancy

And Extension

Criterion - III

Research, Consultancy and Extension

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

Number   03   Percentage   16%

2.Does the institution 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
UGC	NA	NA	NA
Dr. B.A.M. University	NA	NA	NA

(Additional rows /columns may be inserted as per the requirement)

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

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

(Mark ✓ for positive response and X for negative response)

(a) Teachers are given study leave   ✓

(b) Teachers are provided with seed money

(c) Adjustment in teaching schedule   ✓

(d) Providing secretarial support and other facilities   ✓

(e) Any other (Specify and Indicate)   ✓
(Free Internet facilities are provided)

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

Yes ☐   No ☑

6. Number of research degrees awarded during the last five years?

(a) Ph.D.   NA

(b) M.Phil   NA

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

Yes ☐   No ☑

8. Details of the publication by the faculty (last five years)

Particular	Yes	No	Numbers
International Journals		✓	
National Journals – Referred papers : Non referred Papers		✓	
Academic articles in reputed magazines / newspapers		✓	
Books		✓	
Any other (Chapter in Book)		✓	

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

Yes ☐   No ☑

Number ☐

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

Particular	Faculty	Students
National Seminars	03	--
International Seminars	02	03
Any other academic forum	--	--

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

Self-instructional materials ☑

Print materials ☑

Non-print materials (e.g. Teaching-aids/ audio-visual/ multimedia, etc) ☑

Digitalized (computer aided instructional materials)   [✓]

Question bank   [✓]

Any other (specify and indicate)   [--]

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

Yes [✓]   No [ ]

(if yes, indicate the nature of the post)

Full – time [ ]   Part – time [ ]   Additional charge [✓]

13. Are there NSS and NCC programs in the institution?

Yes [ ]   No [✓]

14. Are there any other outreach programs provided by the institution?

Yes [ ]   No [✓]

15. Number of other curricular / co-curricular meets organized by other academic agencies/NGOs in campus?

Yes [ ]   No [✓]

16. Does the institution provides consultancy services?

Yes [✓]   No [ ]

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

Amount [NA]

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

Local level	Govt. College of Education Association
State level	
National level	NCERT
International level	--

Criterion - IV

Infrastructure

And Learning resources

Criterion - IV

Infrastructure and Learning resources

1. Built up area (in Sq.

Mts.) 3000 Sq. Mts.

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

(a) Method Lab   Yes [✓]   No [ ]

(b) Psychology Lab   Yes [✓]   No [ ]

(c) Science Lab(s)   Yes [✓]   No [ ]

(d) Education Technology Lab   Yes [✓]   No [ ]

(e) Computer Lab   Yes [✓]   No [ ]

(f) Workshop for preparing teaching aids   Yes [✓]   No [ ]

3. How many computer terminals are available with the

institution? 21

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

30175/-

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

10167/-

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

70869/-

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

480000/-

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

Yes ✓   No ☐

9. Total number of posts sanctioned: (B.Ed. & M.Ed.)

	Open		Reserved		Total
	Male	Female	Male	Female	
Teaching	--	--	--	--	19
Non-teaching	--	--	--	--	06

10. Total number of posts vacant:

	Open		Reserved		Total
	Male	Female	Male	Female	
Teaching	--	--	--	--	
Non-teaching	--	--	--	--	

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

	Open		Reserved	
	Male	Female	Male	Female
Assistant Professor	--	--	**01**	--
Associate Professor	--	--	--	--
Professors	--	--	--	--

B. Number of temporary / Ad-hoc / part time teachers (Gender wise)

	Open		Reserved		Total
	Male	Female	Male	Female	
Assistant Professors	--	01	06	11	18
Associate Professors	--	--	--	--	
Professors	--	--	--	--	

c. Number of teachers from

Same State	All from same state
Other State	--

12. Teacher student ratio (programme-wise)

Programme	Teacher-student ratio
B.Ed.	1 : 14
M.Ed. (Full Time)	1 : 7

(a) Non-teaching Staff: **04**

	Open		Reserved	
	Male	**Female**	**Male**	**Female**
Permanent	--	--	--	--
Temporary	--	--	**02**	**02**

(b) Technical Assistants **02**

	Open		Reserved	
	Male	**Female**	**Male**	**Female**
Permanent	--	--	**--**	**--**
Temporary	--	--	**01**	**01**

14. Ratio of teaching non-teaching staff:

19 : 06

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

Total Salary	17,92,200/-
Percentage	70.93%

16. Is there an advisory committee for the library?

Yes ✓   No ☐

17. Working hours of the library

On working days	8Hours
On holidays	--
During examinations	9 Hours

18.   Does the library have an open access facility?

Yes ☐   No ☑

19.   Total collection of the following in the library:

(a)	Books	4000
	- Text Books	3000
	- Reference books	1000
(b)	Magazines	16
(e)	Journals subscribed	04
	- Indian Journals	02
	- Foreign Journals	01
(f)	Peer reviewed journals	--
(g)	Back volumes of Journals	--
	- Online Journals / e-journals	--
	- CDs / DVDs	02
	- Data bases	02
	- Video cassettes	02
	- Audio Cassettes	02

20. Mention the

Total carpet area of the Library   140.00sq. Mts.

Seating capacity of the Reading room   80

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)	

23. Are students allowed to retain books for examinations?

Yes ✓   No ☐

24. Furnish information on the following

Average number of books issued / returned per day   12

Maximum number of day's books is permitted to be retained

By students	8 days
By faculty	30 days

Maximum number of books permitted for issue

For students	03
For faculty	04

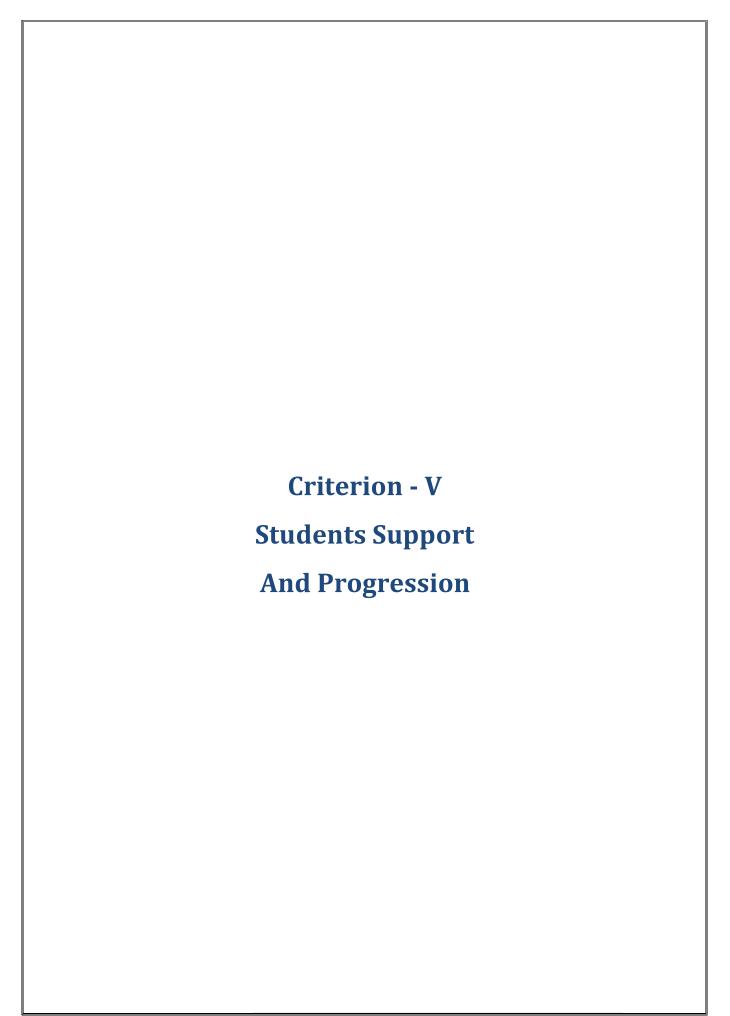| Average number of users who visited / consulted per month	--
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled.	--

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

2.00%

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

Year	2012-13		2013-14		2014-15	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	150	20000	200	15000	150	15000
Other books	-	-	-	-	-	-
Journals / Periodicals	04	4200	02	1560	-	-
Any others	-	-	-	-	-	-

(*Additional rows / columns may be inserted as per requirement*)

Criterion - V

Students Support

And Progression

Criterion - V

Students Support and Progression

Programme wise "dropout rate" for the last three batches:

Programmes	Year 1	Year 2	Year 3
D.Ed.	--	--	--
B.Ed.	--	--	--
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

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

Yes ✔ No ☐

If yes, how many students are under the care of a

mentor / tutor? 14 to 16

3.   Does the institution offer Remedial instruction?

Yes ✔ No ☐

4.   Does the institution offer Bridge courses?

Yes ☐ No ✔

5.   Examination Results during past three years (provide year wise data).

	UG			PG		
	I	II	III	I	II	III
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Pass percentage	74.24	75.18	78.23	74.44	73.75	73.78--
Number of first classes	58	62	63	14	010	15--
Number of distinctions	--	02	01	01	03	02--
Exemplary performances (Gold Medal and University Ranks)	--	--	--	01	--	--

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

	I	II	III
NET	--	--	02
SLET / SET	--	--	03
Any other (specify and indicate)	--	--	--

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

Financial Aid	I	II	III
	2013	2014	2015
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession	--	--	--
Loan facilities	--	--	--
Any other (Minority)	78	69	89
Any Other (Govt. of India scholarship)	78	69	89

(Additional rows may be inserted as per requirement)

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

Yes ✔   No ☐

9. Does the institution provide Residential accommodation for :

Faculty   Yes ☐   No ✔

Non-teaching staff   Yes ☐   No ✔

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

Yes ✔   No ☐

If yes, number of students residing in hostels:

Men   40

Women   NA

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

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes	✓	No	

12. Availability of rest rooms for Women

Yes ✓ No

13. Availability of rest rooms for Men

Yes   No ✓

14. Is there transport facility available?

Yes   No ✓

15. Does the Institution obtain feedback from students on their campus experience?

Yes ✓ No

16. Give information on the Cultural Events (Last year data) in which the institution   participated / organized?

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	✓	--	--	✓	--
Inter-university	--	✓	--	✓	--	02
National	--	✓	--	✓	--	02
Any other (specify and indicate)	--	✓	--	✓	--	02

(Excluding college day celebration)

36

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	01	01
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes ✔ No ☐

If yes, give the year of establishment.

2005

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

Yes ✔ No ☐

20. Does the institution regularly publish a college magazine?

Yes ☐ No ✔

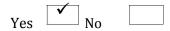21. Does the institution publish its updated prospectus annually?

Yes ☐ No ✔

22. Give the details on the progression of the students to employment / further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	03	05	10
Employment (total)	10	15	15
Teaching	15	10	60
Non-teaching	02	03	04

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?

1	2	3
--	--	04

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

	Yes	No
Academic guidance and counselling	✔	
Personal counselling	✔	
Career counselling	✔	

Criterion - VI

Governance

And Leadership

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	04
Staff council	05
IQAC/or any other similar body/ committee	03
Internal administrative bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

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)	Yes	☐	No	☑

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

	----	

5. Furnish the following details for the past three years:

   a. Number of teachers who have availed the faculty improvement programme of the UGC/NCTE or any other recognized organization.

   NCERT/Dept. of Psychology 2013

b. Number of teachers who were sponsored for professional development programmes by the institution.

National

--	--	--

International

--	--	--

c. Number of faculty development programmes organized by the institution.

--	--	--

d. Number of seminars/ workshops / symposia on curricular development, teaching-learning, assessment, etc. organized by the institution.

--	--	--

e. Research development programmes attended by the faculty

02	--	--

f. Invited/endowment lectures at the institution

--	3	--

g. Any other area (specify the programme and indicate)

----		

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

a. Self-appraisal   Yes [✓] No [   ]

b. Student assessment of faculty performance   Yes [✓] No [   ]

c. Expert assessment of faculty performance   Yes [✓] No [   ]

d. Combination of one or more of the above   Yes [✓] No [   ]

e. Any Other (specify and indicate)   Yes [   ] No [   ]

7. Are the faculty assigned additional administrative work?

Yes ☑   No ☐

If yes, give the number of hours spent by the faculty per

week. 6 – 8 hours as per demand of work

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

Grant-in-Aid — ----

Fees (B.Ed. & M.Ed.) — 2526414/-

Donation — --

Self-funded courses — ---

Any other (specify and indicate) — ---

9. Expenditure statement (for last two years)
(B.Ed. & M.Ed.)

	Grant-in-Aid	
	2013-14	2014-15
Total sanctioned Budget	2787654	2526415
Percentage spent on the salary of faculty	62.44	63.90
Percentage spent on the salary of non-teaching employees	10.11	12.76
Percentage spent on books and journals	1.13	1.11
Percentage spent on development activities (expansion of building)	0.09	0.46
Percentage spent on telephone, electricity and water	0.74	0.59
Percentage spent on maintenance of building, sports facilities, hostel, residential complex and student emanates etc	6.03	3.81
Percentage spent maintenance of equipment, teaching aids, contingency etc	0.19	0.17
Percentage spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange, etc)	--	--
Percentage spent on travel	0.06	--
Any other (audit fees, stationary, postage, miscellaneous)	19.21	17.02
Total expenditure incurred	99.99	99.80

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below) B.Ed. & M.Ed.)

Year	Surplus B.Ed.	Deficit B.Ed.	Surplus M.Ed.	Deficit M.Ed.
2012-13	885769.00	--	658653.00	--
2013-14	--	495905	150841.60	--
2014-15	--	371053.61	---	399744.00

11. Is there an internal financial audit mechanism?

Yes ✓ No ☐

12. Is there an external financial audit mechanism?

Yes ✓ No ☐

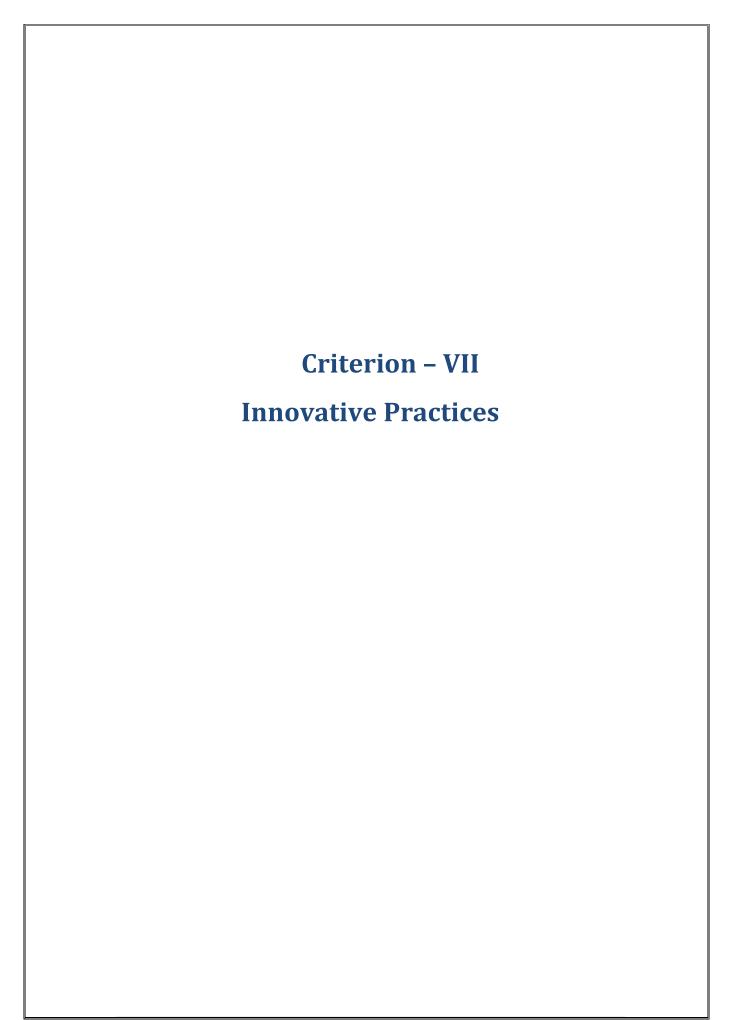13. ICT/technology supported activities/units of the institution:

Administration	Yes ✓	No ☐
Finance	Yes ✓	No ☐
Student records	Yes ✓	No ☐
Career Counselling	Yes ✓	No ☐
Aptitude testing	Yes --	No ☐
Examinations/Evaluation / Assessment	Yes ✓	No ☐
Any other (specify and indicate)	Yes --	No ☐

14. Does the institution have an efficient internal coordinating 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 [ ]

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 [✓]

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes [✓] No [ ]

21. Is the institution sensitize to the modern managerial concepts such as strategic planning, team work, decision making, computerization and TQM?

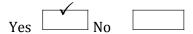Yes [✓] No [ ]

Criterion – VII

Innovative Practices

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 ☐

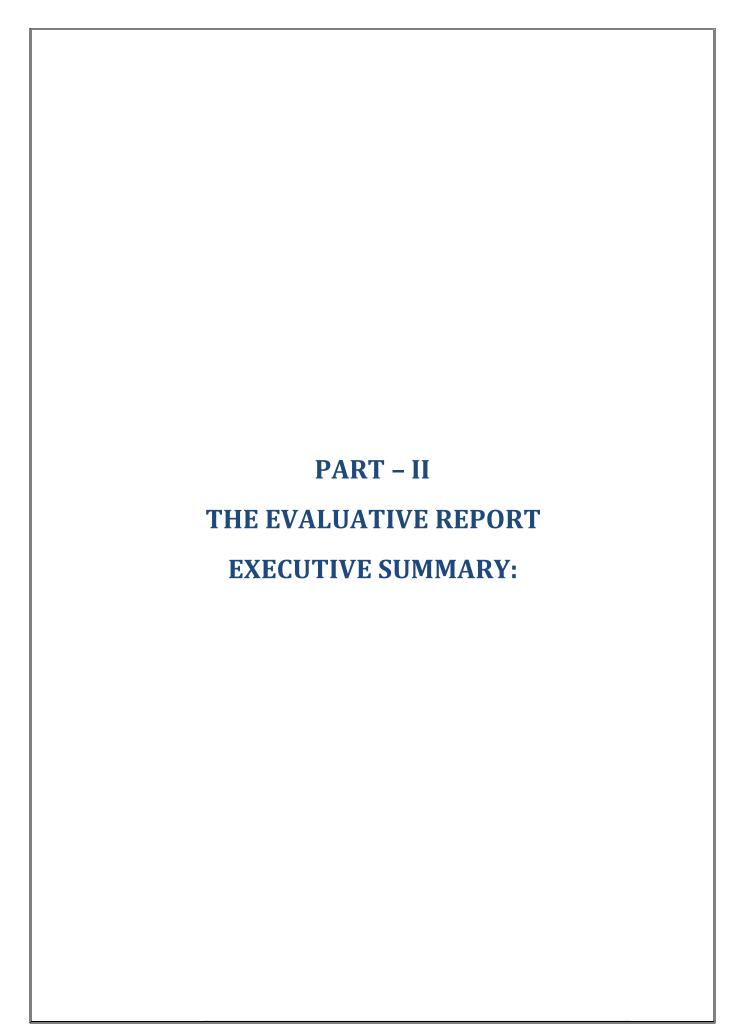3. What is the percentage of the following students categories in the institution? (B.Ed. & M.Ed.)

	Category	Men	%	Women	%
(a)	SC	16	19.63%	40	49.28%
(b)	ST	01	1.00%	17	33.71%
(c)	OBC	05	06.85%	14	19.57%
(d)	Physical Challenged	--	--	--	--
(e)	General category	17	33.71%	29	51.58%
(f)	Rural	12	8.88%	33	24.44%
(g)	Urban	30	22.22%	60	44.44%
(h)	Any other (VJNT)	03	4.85%	10	13.70%

4. What is the percentage of the staff in the following category? (B.Ed. & M.Ed.)

	Category	Teaching Staff	%	Non-Teaching staff	%
(a)	SC	17	84.47%	05	83.33%
(b)	ST	--	--	--	--
(c)	OBC (VJ)	01	5.26%	01	16.66%
(d)	Women	12	63.15%	01	16.66%
(e)	Physical Challenged	--	--		
(f)	General category	01	5.26%		
(g)	Any other (specify)	--	--	--	--

5. What is the percentage incremental academic growth of the students for the last two batches? (B.Ed. & M.Ed.)

	Category	At admission		On completion of the Course	
		Batch – I 2013-14	Batch – II 2014-15	Batch – I 2013-14	Batch – II 2014-15
(a)	SC	46.66%	68.91%	40%	60%
(b)	ST	7.06%	1%	06%	0.00%
(c)	OBC	34.26%	25.42%	65-78%	65-79%
(d)	Physical Challenged	---	---	---	----
(e)	General category	81.63%	84.99%	70%	65%
(f)	Rural	33%	30%	30%	25%
(g)	Urban	60%	60%	55%	55%
(h)	Any other (specify)(VJNT)	13%	27.16%	10%	15%

PART – II

THE EVALUATIVE REPORT

EXECUTIVE SUMMARY:

PART – II

THE EVALUATIVE REPORT

EXECUTIVE SUMMARY:

Mahatma Phule College of Education, Aurangabad, Maharashtra was established in the year 1990 by the Ex. Minister Gangadhar Gade, a renowned scholar, politician of great integrity, author of several books and educationist of great foresight. The college was started to cater to the needs of teachers of Marathi medium secondary schools in Maharashtra.

Being a man with firm commitment to secularism and national integration, the **Ex. Minister Gangadhar Gade** also made provision for training of teachers of Marathi medium schools **(100students-Marathi medium for B.Ed. and 35 students – Marathi medium for M.Ed.).** This provided students and teachers belonging to different sections of the society to interact with each other and imbibe within themselves the spirit of national integration and secularism. To cater to the demands of trained teachers for Marathi Medium schools. In the year 2010, M.Ed. course with 35 intake capacity was started; at present there are three units and the total intake capacity for M.Ed. is 50. As per NCTE guidelines.

The college is a co-educational institution affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and follows the curriculum prescribed by the University. The college is in the beautiful premises of Anandwan Campus, housed in a magnificent building with excellent infrastructural facilities and well equipped laboratories, ideal for imparting quality teacher education.

Mahatma Phule College of Education is credited as the only college in **Maharashtra for Buddist's religion minority students.** With an intake capacity

of 100 students at B.Ed. and 35 students at M.Ed. level. The medium of instruction at B.Ed. is Marathi while the practice teaching is done in Marathi medium. The college strewed to develop itself into a world-class centre of teacher education with a difference. The college offers a wide range of programmes which help to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education.

The college has a history of 34 years in moulding the future teachers from four linguistic background of the society. Since its inception the college has the students in the first five merit positions in University results. 01 gold medals are credited for B.Ed. Course. The college students also excellent in M.Ed. Course, NET and SET Examination.

SWOT ANALYSIS OF THE INSTITUTION:

Sr. No.	Strength	Weaknesses	Opportunities	Threats
(1)	Excellent Result		Resources for faculty development.	Mushroom growth of teacher education colleges.
(2)			Campus Placement Facility for students.	Commercialization of Education.
(3)		Late admissions	ICT training for students.	Inappropriate Pattern of Examination (more stress on theory).

(4)	Excellent Infrastructure.		Guidance and Counseling cell for students	Vast Syllabus.
(5)	Well equipped Library and ICT arrangements.		Research centre for pursuing higher studies for students.	
(6)	Talented, dedicated and far-sighted leadership of the college with qualified and experience faculty		Career oriented programmes.	--
(7)	Facility of Gym for students and faculty		Multi-disciplinary researches.	--
(8)	Multilingual teaching which caters the diverse needs of the society			
(9)	Well-equipped ICT lab for teacher-trainees	Need to have stronger link-ups with International institutions.	--	--
(10)	All staff rooms with internet Connectivity		--	--
(11)	Business Centre started in the campus to provide students with stationery material and photo copy in concessional rates	National / International collaboration with Universities and other Educational	--	--

		Institutions.		
(12)	Every year Students secure merit position in Dr. B.A.M. University Exam			
(13)	Good placement Record			

Vision for the future

To achieve the status of potential for excellence for the institution.

The college has an environment conducive to keeping abreast with the latest development in the field of teacher education. It has developed a unique work culture where the entire team marches effortlessly and in step towards achieving quality.

CRITERION – I
Curricular Aspect

Sr. No.	Contents
01	Curricular Design and Development
02	Academic Flexibility
03	Feedback on Curriculum
04	Curriculum of Date
05	Best Practices in Curricular Aspects

CRITERION - I

CURRICULAR ASPECTS

The college was established in 1990 with the purpose of providing trained teachers to the Marathi medium schools of Marathwada region of Maharashtra, which has a significant Marathi speaking Marathi population.

Since the founder Chairman of our Institution **Ex. Minister Gangadhar Gade** had a firm belief in the secular fabric of our nation, he started Marathi medium units in the Institution so that teacher trainees from every caste and religion should benefit from quality education being imparted in the Institution.

The quest for excellence is highlighted in the vision and mission of the institution. The Mission of the college is **"Impart quality training with commitment to excellence".** The college endeavors to impart value with efficient and competent manpower, excellent infrastructure and innovation in teacher training and research programmes in order to generate globally competent and skilled teachers, researchers, and thorough professionals.

Right from its inception, the college had strived to develop itself into a world-class centre of Teacher Education with a difference. This institution offers a wide range of progammes, which help to develop intellectually competent, morally upright, physically integrated, and socially committed teachers for service in the emerging world scenario of education. The teaching, research and extension provided in the college aim to generate a new work culture for improving the practices of education. The college utilizes all the available resources, for experimentation and innovation, which helps in achieving and sustaining excellence in teacher development. The programmes offered in the college promote values such as quality consciousness, eco-friendliness, sustainable development, love for fellowmen, and uphold secular ideals.

1.1. CURRICULAR DESIGN AND DEVELOPMENT:

1.1.1 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.)

Objectives of the institution and the major considerations addressed by them:

Objectives:

* To train and develop integrated and effective teachers with the highest level of excellence.
* To organize advanced studies and promote research in education.

*   To provide cultural, secular and ethical values and foster in students the spirit of National Integration.

*   To achieve the objective of secularism by promoting literacy and wisdom among students to carry out social services through extensive activities and hence pave the way for self-empowerment and develop dignity of labour.

*   To inculcate innovation and research aptitude among prospective teachers and bring them into the new realm of education technology.

1.1.2 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).

Steps in the curricular development processes:

The curriculum of B.Ed. programme was revised during the year 2015. The Credit Based System was introduced in this revision for the first time in the university. The institution takes frequent feedback from the faculty, students, alumni, employers and academic experts for formalizing desirable changes.

M.Ed. curriculum was also updated during the academic year 2015-16. In this revision the Credit Based System was introduced in the M.Ed. programme.

Credit Based Syllabus for B.Ed.: (First year)

Sr. No.	B.Ed. Courses/Credits	Internal Marks	External Marks	Total Credit Value	Hours	Marks
01	Theory (6.5 Papers)	20 x 6.5 = 130	80 x 6.5 = 520	4 x 6.5 = 26	60 x 6.5 = 390	650
02	Viva-voce for verification of Internal Practical Work	--	50	2	60	50
03	Practice Teaching Lession -04 (A+B)	10+10	--	1	30	20
04	Micro Teaching Skill	50	--	6	180	50
05	Bridge Lessons	25	--	1	30	25
06	Observation	10	--	1	30	10
07	Internship – One Week each in 4 months.	100	--	4	120	100
08	Work with community and report	25	--	1	30	25
09	Drama and Art in Education	50	--	2	60	30
10	Experiments in Psychology	25	--	1	30	25
11	Preliminary Examination	25	--	1	30	25
12	Project (One for each paper)	50	-	2	60	50
13	School Content Test (Two Methods)	25	--	1	30	25
14	ICT Practical	25	--	1	30	25
15	Physical and Health Education	10	--	0.5	15	10
16	Workshop (05)	25	-	1	30	25
17	Cultural Activities	20	--	1	30	20
18	Excursion	15	--	0.5	15	15
	Total	**630**	**570**	**53**	**1200**	**1200**

Credit Based Syllabus for B.Ed.: (Second year)

Sr. No.	B.Ed. Courses/Credits	Internal Marks	External Marks	Total Credit Value	Hours	Marks
01	Theory (4 Papers)	20 x 4 = 80	80 x 4 = 320	4 x 4 = 16	60 x 4 = 240	400
02	Viva-voce for verification of Internal Practical Work	--	50x2 = 100 50	1 1	30 30	150
03	Practice Teaching Lession -20 (A+B)	100	--	4	120	100
04	Observation	20	--	1	30	20
05	Internship	200	--	8	528	200
06	Work with community and report	25	--	1	30	25
07	Cultural Activitiy	25	--	1	30	25
08	Experiments in Psychology	25	--	1	30	25
09	Preliminary Examination	40	--	1.5	45	40
10	Project (One for each paper)	40	-	1.5	45	40
11	Reading & Reflecting on text	50	--	2	60	50
12	Understanding the self	50	--	2	60	50
13	ICT Practical	50	--	02	60	50
14	Youga Education	50	-	2	60	50
15	Work shop	50	--	2	60	50
16	Excursion	25	--	1	30	25
	Total	**830**	**470**	**48**	**1488**	**1300**

Credit Based Syllabus for M.Ed: (First Year)

Sr. No.	Paper code	M.Ed. Course Paper Title Part I – A)Core Courses (Compulsory)	Int. Marks 2Assignments-05 4 Tests- 10 Seminar- 05	Ex. Marks	Total Marks	Total Hours	Credits
1	Edu CC-1	Philosophical Foundations of Education	20	80	100	60	4
2	Edu CC-2	Psychology of Learner and Learning process.	20	80	100	60	4
3	Edu. CC-3	Basic of Research &Statistics in Education	20	80	100	60	4
4	Edu.CC-4	Youga Education	10	40	50	15+30	2
5	Edu. CC-1	Special Education	20	80	100	60	4
6	Edu. O1	Oral for verification of Internal work.	--	50	50	60	2
7	EPC-1	Project related to all papers	50	--	50	60	2
8	EPC-2	Preliminary Exam.	25	--	25	30	1
9	EPC-3	ICT Practical	25	--	25	30	1
10	EPC-4	Communication Skill	25	--	25	30	1
11	EPC-5	Expository writing	25	--	25	30	1
12	EPC-6	Seminar related to all Papers	50	--	50	60	2
		Total of Part-I&II	**290**	**410**	**700**	**585**	**28**
13	ISB-1	Pracdtical of Expository Writing & Communication Skill	--	--	--	30	1
1	EDUCC-V	Sociological Foundations of Educations	20	80	100	60	4
2	EDUCC-VII	Advanced Research & Statistics in Education	20	80	100	60	4
3	EDUCC-VII	Teacher Education	20	80	100	60	4
4	EDUEC-II	E.T. & ICT in Education	20	80	100	60	4
5	EDUSC-I	Teaching-Learning Processes in Eliminatory Education	20	80	100	60	4
6	EDUO-II	Oral for verification of Internal work	-	50	50	60	2
7	EPC-7	Research workshop	25	-	25	30	1
8	EPC-8	Project related paper	50	--	50	60	2
9	EPC-9	CAIL	40	--	40	60	2
10	EPC-10	Priliminary Exam.	25	--	25	30	1

11	EPC-11	Self Development	25	--	25	30	1
12	EPC-12	Internship in Teacher Edcation	50	--	50	60	1
13	EPC-13	Educational Tour	15	--	15	30	1
14	EPC-14	Culturaral Activities	15	--	15	30	1
		Total of Part- I&II	**350**	**450**	**800**	**630**	**33**

Credit Based Syllabus for M.Ed: (Second Year)

Sr. No.	Paper code	M.Ed. Course Paper Title Part I – A)Core Courses (Compulsory)	Int. Marks 2Assignments-05 4 Tests- 10 Seminar- 05	Ex. Marks	Total Marks	Total Hours	Credits
1	Edu CC-7	Educational Administration Planning	20	80	100	60	4
2	Edu CC-9	Inclusive Education	20	80	100	60	4
3	Edu. CC-2	Curiculum and evaluation in Elimentary Education	20	80	100	60	4
4	Edu.CC-3	Oral	-	50	50	60	2
5	EPC-15	Research workshop	25	--	25	30	1
6	EPC-16	Project Paper	30	--	30	30	1
7	EPC-17	ICT Practical	25	--	25	30	1
8	EPC-18	Preliminary Exam.	20	--	20	30	1
9	EPC-19	Internship in teacher edu.	50	--	50	60	2
10	ISB-3	Data Collection for Diss.	--	--	--	30	1
		Total of Part-I&II	**210**	**290**	**500**	**420**	**20**
1	EDUCC-10	Diprive & Women Education in india	20	80	100	60	4
2	EDUCC-3	Elementary Teacher Edu.	20	80	100	60	4
3	EDURW-1	Deissertation work	-	100	100	120	4
		Viva – Voce For Desertation	--	50	50	60	2
4	EDUO-4	Oral for verification of	--	50	50	60	2
5	EPC-20	Research workshop	50	-	50	60	2
6	EPC-21	Project related paper	25	--	25	30	1
7	EPC-22	ICT Practical	50	--	50	60	2
8	EPC-23	Review of Research Paper	25	--	25	30	1
9	EPC-24	Excursion	25	--	25	30	1
10	EPC-25	Cultural Activities	25	--	25	30	1
		Total of Part- I&II	**240**	**360**	**600**	**600**	**24**

CURRICULAR DEVELOPMENT PROCESS-FEATURES AND CONTRIBUTIONS

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

The present curriculum designed by the BOS with valuable suggestions from our faculty is suitable for meeting the overall development of the teacher trainees. Apart from this the institution aims at developing global level competencies in the teacher trainees through myriad activities conducted by the institution.

a) Workshop on ICT, Teaching aids, Pedagogical drawing, Evaluation, and Lesson planning are conducted by the Institution.

b) Technical skills development (computer skills development programmes like blogging, internet browsing, power point presentations, web designing, etc.)

c) Teaching skills (microteaching practice and macro teaching)

d) Working with the Community, SUPW, Blood donation camp, etc.

The following sessions are conducted for enhancing the employability skills of the teacher trainees:

a) Microteaching sessions on various teaching skills

b) Demonstration classes by the faculty

c) Discussion sessions and Criticism classes

d) Internship of one week duration

e) Placement services

Students are provided opportunities to do group projects, social surveys, documentation and literacy surveys. Further, programmes like seminars and oral presentations are organized for the enrichment of interpersonal relationship and teamwork among the teacher trainees. We provide hands-on experience to prepare teaching aids and use of technological devices like LCD projectors, Laptops, OHP, etc.

CURRICULAR PROVISIONS - THRUST ON NATIONAL ISSUES

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

The thrust on national issues like environment is reflected in the curriculum transactions in the selected Elective subjects:

- Environmental Education.
- Value Education.
- Computers in Education
- Guidance and counselling
- Physical and health education.
- Nature club activities.

   Value education is encouraged through:

- School internship programmes
- Working With The Community programme

- Cultural programmes, celebration of Birth Anniversaries of Nation leaders like Dr. Babasaheb Ambedkar, Mahatma Gandhi, Mahatma Jyotiba Phule, Sardar Vallabh Bhai Patel, etc.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

The Institution makes use of ICT in curricular planning. The members of the faculty actively participate in the curricular development processes of

both B.Ed. and M.Ed. progammes, by referring to the different websites, blogs, etc. of various reputed institutions. 'Educational Technology & Management', is taught as Core Paper, apart from this an optional paper 'Computer in Education' is also included in the B.Ed. curriculum. The

M.Ed. programme consists of 'Educational Technology & ICT in Education' as an elective paper. Computer education is compulsory for all students. The college offers training for all students in basic computer application skills especially in MS-Office. The computer lab is equipped with 21computers with internet connectivity also used for effective and efficient teaching and learning process.

1.2 ACADEMIC FLEXIBILITY

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

As the institution is an affiliated college under Dr. Babasaheb Ambedkar Marathwada University Aurangabad, there is limited scope for academic autonomy and flexibility. Nevertheless, the college tries to be flexible by providing freedom to the students in their choice of elective subjects, SUPW activities, and curriculum transaction. We offer environmental education, computer education, development of technological skills, personality development, value education, etc through the methods like seminar, group discussions, paper reading, etc. The institution offers degree courses like B.Ed. (U.G.), M.Ed. (P.G.). M.Ed. and B.Ed. (Marathi medium) are self- financing courses.

1.2.2 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?

Adequate flexibility is limited as of is affiliated to University.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

No value added course has been added by the college but curriculum implementation itself helps in developing above mentioned skills among the trainee-teachers. These are:

Communication Skills: A total of nearly 50 lesson plans are delivered by the trainee-teachers before their peers and in class room that help in developing their verbal skills. All these are noted down by them in their note books that help in developing their writing skills. During this whole exercise teacher educators help them in improving their communication skills so that teaching becomes effective.

ICT Skills: Paper IV theory and practical syllabus related with this paper is sufficient enough as per requirement of teaching profession.

Life skills, community orientation and social responsibility: Various activities organized in the college campus and field trip help in developing these skills among trainee-teachers. The college holds interclass competitions which help in developing social skills among the teacher-trainees. Responsibility is given to trainee-teachers to organize these programmes; teacher educators just act as facilitator.

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

The institution ensures the inclusion of the following aspects in the curriculum:

1   Interdisciplinary/Multidisciplinary

2.   Multi-skill development

3.   Inclusive education

4.   Practice teaching

5.   School experience / internship

6.   Work experience /SUPW

The college has included the following aspects in the curriculum:

Both B.Ed. and M.Ed. courses run by the institution are interdisciplinary in nature. It collectively provides philosophical, psychological, management, technological (Educational) and research experience to student.

The institution endeavours to develop full potential of the students by inculcating different skills among them like utilization of ICT, social skills (through teamwork), intellectual skill (through lecture, library books, magazines, encyclopaedia, surveys etc.) communication (Preparing and delivering lesson before peers and students) and social activities(House activities, Blood Donation, Cleanliness Drive) etc.

The institution also endeavours to provide inclusive education by providing extra facilities for physically challenged students. If they have any kind of problem, then, they are advised to meet their respective teacher any time. Teachers are also instructed to deal with special children with due care and not let them form the impression that their handicap is an obstacle for learning. Normal students are also given lectures in tutorial

periods to understand problems of special students and help them instead of making a mockery of them.

School Experience/Internship: - The aim of the institution is to provide quality education through easy ways for all students. Special children are given opportunities to select centres of teaching practice of their own choice. Relaxation is provided as much as possible and adjustment in time table during teaching practice is made with the cooperation of other students. Classroom adjustments are also made as per their convenience. Teachers take all precautionary measures that they feel at ease and comfort while teaching practice.

e. Work experience/SUPW: - The institution conducts workshops for work experience. These include candle making, interior decoration, art and craft, clay modelling etc.

1.3 FEEDBACK ON CURRICULUM

1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution has developed a questionnaire which is given to students for collecting feedback on the curriculum and syllabus at the end of the course. The feedback collected from students, teachers, alumni, and teachers working in various schools, etc. is discussed and analyzed in the college and the findings are conveyed to the Principal.

1.3.2   Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

These views/suggestions for the improvement and progress of the college given by the students, teachers, employers, academic peers are considered seriously and analyzed by the Internal Quality Assurance Cell (IQAC) of the college and if found catalytic to improvement and progress, are implemented in curriculum transaction and also forwarded to the respective curriculum frame work body.

1.3.3 What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)

Right from its inception, the institution has always actively participated in faculty development. The institution has always encouraged the faculty to become members of BOS . The feedback collected analyzed and forwarded to University.

1.4 CURRICULUM UPDATE

1.4.1 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)

B.Ed. & M.Ed. curriculum was updated twice during the last years (2014-2015). In addition to this, minor changes have been incorporated from time to time. In 2015-2016, the curriculum was modified by introducing Credit Based System (CBCS).

A minimum of 83 credits and 2010total hours are required for the successful completion of the B.Ed. programme. 1 credit for theory papers is equal to 15 hours and 1 credit for Practical is equal to 30 hours.

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

The faculty receive feedback from various stakeholders like students, academic experts, employers, parents and Alumni regarding curriculum revision and the various suggestions are forwarded to the BOS of the University.

As mentioned above, some of our faculty who are members of BOS and member of faculty always put their suggestions on the improvement in the curriculum based on the feedback received from the students, alumni and own experiences.

1.5   BEST PRACTICES IN CURRICULAR ASPECTS

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

1)   On going orientation and motivation.

2)   Guest Lecturer

3)   Sharing of imitated Judge.

4)   Seminar and Work shop.

5)   Carrier guidance.

1.5.2 What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

We can quote the following as our best practices in "Curricular Aspects"

1. Year-plan for syllabus

2. Month-wise plan for syllabus

3. Essay tests and Prelim exams

4. Working with the community programme

5. Practice teaching lessons.

6. Different Workshops (ICT, Craft. Drawing, Evaluation, Lesson Planning, Teaching-aids etc.)

(a) Curricular	(b) Co-Curricular	(c) Extra-curricular
A. Theory 1. Core subjects (5) 2. Elective Subject (1) 3. Methods (2) **B. Practical** 1. Practice-teaching 2. Microteaching lessons	1. Working with the Community 2. Internship programme 3. Cultural programmes 4. Sports activities 5. ICT training 6. Seminars/guest Lectures 7. Workshops 8. Celebrations	1. Field trip 2. Educational tour 3. Inter Collegiate sports 4.Intercollegiate Competitions 5. Extension activities 6. Counselling

CRITERION – II

Teaching Learning & Evaluation

01   Admission Process and Student Profile

02   Catering to Diverse Needs

03   Teaching Learning Process

04   Teacher Quality

05   Evaluation Process and Reform

06   Best Practices in Teaching- Learning and Evaluation Process

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1. ADMISSION PROCESS AND STUDENT PROFILE

2.1.1 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.

Admission process is to B.Ed. & M.Ed. Courses are announced by Govt. in news paper and its web.

Eligibility for B.Ed.:

a)   Candidates with at least fifty percent marks 50 % either in the Bachelors Degree and/or in the Masters degree or any other qualification equivalent thereto, are eligible for admission to the programme.

b)   The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories as per the rules of the Government.

Eligibility for M.Ed.:

a) Candidates who have obtained at least 55% Marks in the B.Ed. degree are eligible for admission.

b) The reservation for SC/ST/OBC and other categories is as per the rules of the Central Government / State Government, whichever is applicable. There is relaxation of five percent marks in favour of SC/ST/OBC and other categories of candidates. Admission process is systematically administered based on the predetermined criteria laid down by the NCTE

B.Ed. Admission process:

- Admission are became of its online procedure.

- 50% weight age is given to CET score and 50% weight age is given to the graduation and post graduation marks.

- The list of admitted teacher trainees is sent to the institution.

- The institution gives admission to these teacher trainees after the verification of relevant documents.

- All the rules of State Government regarding reservation policy are strictly followed.

From the academic year 2008-09, the institution has joined **Maharashtra Vinaanudan Adhyapak Mahavidyalya Sansthachalak Association, Pune** for admission in B.Ed. & M.Ed. Marathi (non grant). Admissions are based on entrance exam followed by interview.

M.Ed. Admission Process:

M.Ed. admission process is also conducted with transparency.   B.Ed. The eligibility criteria for M.Ed. is B.Ed. with at least 55 % for Open Category and 50 % for reserved category. From the academic year 2008-09, the institution has joined Maharashtra Vinaanudan Adhyapak Mahavidyalya Sansthachalak Association Pune for admission in M.Ed. The candidates are selected through entrance test followed by Interview. All the rules of State Government regarding reservation policy are strictly followed.

Admission Policy:

As per the Government policy regarding the reservation, while filling the 70% and 30% seats in the Colleges of Education, 50% seats of the

total intake capacity of the colleges of education will be reserved for

Backward Class and Other Backward Class categories.

The category-wise reservation is as follows:

Sr.No	Percentage	Category
1	Scheduled Caste and Scheduled Caste persons who have adopted Buddhism (SC)	13%
2	Scheduled Tribe (ST)	7%
3	De- notified Tribes (14 similar tribes) (VJ/DT) A	3%
4	Nomadic Tribes (28 tribes before January 1990 and similar tribes) (NT-1) B	2.5%
5	Nomadic Tribes (Dhangar and Similar Tribes) (NT- 2) C	3.5%
6	Nomadic Tribes (Vanjari and Similar Tribes) (NT-3) D	2%
7	Other Backward Class (OBC	19%
	Total	**50%**

Sr. No	Distribution of Seats
(1)	70% Quota (For Home Universities)
(2)	28% Quota (Universities in Maharashtra other than Home University)
(3)	2% Quota (Universities other than Maharashtra)

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Advertisements for B.Ed. admission are published by Government of Maharashtra in leading news papers. Maharashtra Vinaanudan

Adhyapak Mahavidyalya Sansthachalak Association Pune also publishes advertisements and the other relevant information in leading newspapers. For institutional level 51% minority seats, college publishes advertisement in leading news papers.

2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

For the B.Ed. courses, the institution receives the list of admitted teacher trainees. The documents of each teacher trainee are verified by the institution authorities according to the rules and norms laid down by the government.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse teacher trainees population admitted to the institution. (e.g. Individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

1) **Economically backward group**

Various scholarships are provided to economically backward teacher trainees as per the rules and norms of the government. The institution also provides assistance and guidance regarding Educational Loan and Scholarships.

2) **Cultural and religious diversified group**

The institution has adopted secular approach in all practices. All the teacher trainees are treated equally irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution.

2) **Gender diversified group**

The institution is co-educational. There is an increase in the number of female teacher trainees taking admission to these courses. Separate ladies' room is provided for girl students. The problems of girls are discussed with the female faculty and solved accordingly. A Women's Grievance Redressal cell is also established to cater to the needs of the girl students.

3) **Linguistic diversified group**

There are separate classes for Urdu Marathi and English Medium teacher trainees. To cater to their needs the faculty teaches in the respective language and sometimes the faculty use bi-lingual method to teach the teacher trainees who are not comfortable with either English or Marathi.

4) **Physically challenged group**

The faculty also takes into consideration the blind teacher trainees, while teaching and giving guidance through observation in various activities. The peer group members also take care of such teacher trainees and help them in writing the lesson notes, practical submissions and to conduct the lessons. A few physically handicapped teacher trainees are also admitted in the institution. They are supported as per their need.

2.1.5. Is there a provision for assessing teacher trainee's knowledge/ needs and skills before commencement of teaching program? If yes, give details on the same.

B.Ed.: This CET is based on teaching aptitude, intelligence and general knowledge of the candidate. In this way, there is a provision of assessing not only the knowledge and intelligence of the teacher trainees, but also their teaching

aptitude before commencement of the course. At the institutional level we also assess the teacher trainee's content knowledge of the school subjects.

For M.Ed.: An entrance test based on knowledge of the B.Ed. syllabus (core papers) followed by interview.

2.2   CATERING TO DIVERSE NEEDS

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the teacher trainees?

The institution was established in1990 and has a great heritage of teaching learning. An orientation programme is organized for all the students every year at the commencement of each academic year. Each year, the newly admitted students are provided with an orientation programme regarding the course, co-scholastic activities and about the faculty and the institution. Students are intimated at the time of admission and during the orientation about the working and activities of the college during the first week. In the wake of ragging atrocities in some of the institutions in the State, an institutional level anti-ragging committee for curbing ragging was established in the college. The Anti-ragging day is observed every year on December 5.

2.2.2 How does the institution cater to the diverse learning needs of the students?

    The classrooms are spacious well ventilated with sufficient natural light. There is provision of sufficient tube lights and fans with facility of OHP & movable LCD projectors. Benches in the classroom are comfortable. There are separate classrooms for the Urdu, English and Marathi medium divisions. The institution's **central library** is well equipped with many good reference books,

periodicals, research journals, encyclopedias, dictionaries. **Computer lab** is available for the students it consists of 40 computers along with a broad band internet connection. Through this well-equipped net connected laboratory, the teacher trainees get connected with the world and complete their practical as well as they can search for the related articles, reviews, researches, proceedings, encyclopedias, reports and related audios and videos. Thus, the institution provides a suitable environment to interact with the world and helps to update their knowledge of the teacher trainees.

In **psychology lab** psychological instruments, equipment and tests are available, which cater to the needs of M.Ed. scholars.

The institution has a green campus with facilities of washroom for the staff and students, indoor games facilities, gym, playgrounds, canteen, mess, hostel, vehicle parking and garden in the campus. All these facilities create positive attitude among the teacher trainees as they try to excel in the curricular transaction process.

The institution takes care of the teacher trainees with diverse learning needs such as gifted teacher trainees, academically weak teacher trainees, hysically challenged teacher trainees, socially and economically backward teacher trainees and the rural and tribal teacher trainees by using the following strategies as per the learner's needs.

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators. They are given the responsibility of planning and execution of some programs and co-curricular activities in the institution as well as in the practicing schools during the internship program.

Academically weak teacher trainees: He has to look all personal problems.

Disabled teacher trainees: For the visually impaired teacher trainees, writers are made available during the examination. Physically handicapped trainees are also taken care of and the teacher educators provide such trainees with the assistance of peer group members for blackboard writing or demonstration.

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

An orientation programme is organized for all the students every year at the commencement of each Academic Year. The curriculum, syllabus, rules and regulations, infrastructure, library, ICT facilities, evaluation schemes, associations, co-curricular activities, etc. are explained to the students as part of the orientation programme. A printed copy of the syllabus is given to each student in the first week of the course itself. The structure of the credit, credit hours, grade, weight age, grade point, credit point, weighted credit point, cumulative grade point average, grade point average, weighted grade point, courses offered, criteria for internal and external evaluation, details of practical work, etc. are given in detail in the printed syllabus. The annual calendar is prepared with all details regarding the vision, mission, goals, objectives, the course, profile of the institution, faculty, and rules and regulations, working days, co-curricular activities, SUPW, tests and evaluation, educational tour, facilities, clubs and associations, extension programmes, etc. is distributed among the students. An interaction programme with the meritorious students of the last year is arranged on the occasion of send-off for the present year

students to acquaint them with the exam writing skills. The M.Ed. programme offers elective courses and the students can select any one according to their preference. In the B.Ed. programme, five electives are offered and the students are free to opt one amongst them according to their interest. Students are free to select and prepare articles under SUPW activities offered by the institution. The Socially Useful Productive Work (SUPW), a curricular programme, offers various activities to develop social awareness, responsibility, dignity of labour, social as well as life skills among the students. Some of the activities are:

1) **Survey**- Trainee teachers conduct social survey under the activity working with Community to study various social issues.

2) **Awareness Programme**- Programmes are conducted to create awareness on the issues like AIDS, Eye Donation, Blood Donation, Life Style Diseases, Women Empowerment, Human Rights, etc. among the trainee – teachers.

3) **Case Study**-Trainee-teachers conduct case study by visiting special schools.

4) **Documentation**- trainee-teachers prepare documents on topics of current significance.

5) **Preparation of Teaching Aids.**–Trainee-teachers prepare charts, models, etc. that can facilitate the teaching learning process. These aids are distributed to the local schools and teachers.

6) **Campus cleaning and beautification**- The trainee-teachers help in the beautification of the college campus.

7) **Interior decoration –** The teacher trainees are trained in preparing articles for decorations under SUPW.

8) **Electronic educational content preparation**- The trainees are guided in the preparation of technology assisted teaching-learning material.

The college offers special education as an elective paper for the B.Ed. and M.Ed. Programmes. Visits to special, hospitals, institutions for the mentally challenged, etc. are arranged as part of the practical part of the curriculum. Economically backward students are identified by the teacher educators and are helped and supported by providing scholarships and financial assistance.

2.2.4.   How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The teaching learning process caters to the individual differences among the students. The institution provides academic assistance through tutorial programme and remedial teaching. Educationally disadvantaged students get personal attention. Slow learners groups is a regular practice here. Gifted students are identified right at the onset of the course and are assigned additional work, projects, responsibilities, etc. as suitable to their talents and needs. System of identifying show and advanced learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programs, etc.

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

We have a tutorial system where each teacher guides 14 students. We come to know about the problems faced by our students through informal, discussions with them. Students often report their inconveniences through the Grievance Redressal System functioning effectively in the college. In order to keep abreast of the developments in the school scenario, the faculty convenes and participates in various workshops from time to time.

2.3.   TEACHING-LEARNING PROCESS

2.3.1.   How does the institution engage teacher trainees in "active learning"?(Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internships, practicum, etc.)

Before the commencement of each academic year, the faculty sits together and discusses the programmes and plans for the academic year. Various sub-committees are formed to execute these plans. The time table and work allotment for two semesters are prepared on the basis of these discussions. For the effective implementation of the academic plans, changes are incorporated whenever necessary. Dates of the various programmes to be held in the college during the academic year are fixed after discussions among the faculty members. The details of the scholastic

and co-scholastic activities are presented in the academic calendar. Feedback from the faculty, students, alumni, PTA and academic experts in different areas help to conduct these programmes. The financial resources are allocated through the governing body, planning committee, IQAC (Internal Quality Assurance Cell), etc.

The first week of the course is devoted for conducting a bridge course for orienting students towards the institution and the programme. The objectives and the schedule of the programme; the vision, mission and goals of the institution; the importance of teaching profession; the responsibility of the teacher towards the students, society and nation; the status of teacher, etc. are imparted through the orientation programme. Invited lectures by experts, extension lectures, and endowment lectures are conducted at the college.

Active Learning:

The institution makes effective use of ICT for curricular planning. Information regarding the latest trends in the curriculum of teacher education is gathered through the internet and the necessary updates are made. We use educational technology for all the scholastic and co-scholastic programmes. Teacher's use instructional materials and power point presentation for taking classes. LED and LCD projectors, OHP and Whiteboard are used by our teachers in the teaching learning process. Some special programmes are listed below:

Active Learning Practices

1)   Conduct workshop on chart preparation and displayed collection of sample charts.

2)   Prepare power point of biographies and contributions of great mathematicians.

3)   Conduct work shop on preparing power point presentation

4)   Preparation of resource materials (video clippings- downloaded)

5)   Inter class quiz on mathematics and English (experience to conduct a quiz)

6)   Collection of web site address and details for reference.

7)   Collection of resource materials from magazines and newspapers.

8)   Collection of power point materials to support secondary school teaching.

9)   Workshop for M.Ed. Students for development of research proposal.

10)   Workshop for tool development.

2.3.2.   How 'learning' is made teacher trainee-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self- management of knowledge, and skill development by the teacher trainees?

AWARENESS PROGRAMMES

Awareness on important days; issues related to health, food habits, life style diseases; vegetable gardening; importance of exercise; conserving of water electricity, and energy; common misconceptions related to health, hygiene, type of healthy foods, diseases, etc. are discussed in the class rooms.

INSTRUCTIONAL MATERIALS DEVELOPED

1) Audio- visual aids and improvised aids

2) Diagnostics testing and Remedial Teaching

3) Evaluation – constructing and administration of achievement test

4) Different types of tests and test items – merits and demerits.

TEACHING METHODS

1) Lecture – cum demonstration method

2) Lecture – cum discussion method

3) Project method

SEMINAR PRESENTATIONS BY STUDENTS

1) Environmental pollution

2) Climate changes

3) Global warming

4) Greenhouse effect

5) Educational Management

6) Taxonomy of Educational Objectives

7) Application of Educational Psychology

8) Deforestation

9) Philosophy and Education

10) Mental Health and Adjustment

11) Methods of Research

12) Sampling

13) Education for Mentally Handicapped

14) Types of Guidance and Counselling

2.3.3. 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.

For teaching the paper Educational Evaluation and Statistics Cooperative Learning Technique is used which proves helping the students with difficulties in the subject. Preparation of the geography teaching kit for teaching geography consists of stencils of different countries, arrows showing directions to locate places on the map and pointer, etc.

Students and teachers use the Internet is widely used by the teachers and students. Students use internet for preparing assignments, projects, and seminars. Different Laboratories-Science, Technology , Modern Media, Computer, Psychology and Language lab – functions in the college. The concerned subject teachers use these laboratories in the teaching learning process. Field visits (subject-wise) are conducted to link theory and practice in education. Different methods and techniques of teaching are used by all the teachers to engage their students' interests. In addition to this, weightages are given to assignments, seminars, and practicum to ensure the active participation of students in various teaching-learning activities. Seminars conducted by students and active participation in the national seminars at the college also give new avenues for active learning.

2.3.4.   How is 'learning' made teacher trainee-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self- management of knowledge, and skill development by the teacher trainees?

STUDENT CENTERED LEARNING

Student centered learning is the most important point of the teaching learning activities of the institution. To make learning more active and student centerice, students are divided into small groups and the constructivist mode of teaching is practiced. Various techniques are adopted for ensuring participatory and student centered learning. We use small group techniques such as -brain storming, group discussion session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments, experiential learning strategies, co-operative and collaborative learning strategies.

• Teacher educators observe the lesson using the rating scale to evaluate the lesson.

• In addition, the teacher educators also give the qualitative feedback/ remarks in written form on the lesson note itself.

• At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately.

• The written feedback is followed by oral discussion for the improvement in the performance of the teacher trainees.

• Practice teaching forms the core curriculum of the B.Ed. program. The institution conducts this in collaboration with schools.

2.3.5. Do the teacher trainees use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each teacher trainee per skill.

Yes, After orienting the teacher trainees on microteaching skill techniques, every trainee is required to conduct lessons for the development of teaching skills.

The following skills are practiced by teacher trainees. They are

1. Set Induction.

2. Explanation

3. Questioning

4. Stimulus-variation

5. Black Board Writing

6. Use of teaching aid

The teacher trainees have to practice 06 skills in all. Hence, these lessons include teach, re-teach lessons and bridge lessons which are completed by the teacher trainees during micro-teaching training.

We use the micro-teaching technique for developing the various teaching skills of our teacher trainees.

Our teacher training programme includes criticism sessions based on the lessons taken by each student by the peers under the supervision of teacher educators.

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

The practice teaching is the core of the teacher training course, a lot of importance is given to conduct quality practice teaching. Each teacher trainee is required to complete 24 (2 lessons in each method for first years and 10 lesson in second year for each method) practice teaching lessons. For better execution of these lessons, the institution has identified and tied up with about 5 schools. These schools include Marathi Medium. The institution takes the permission from the concerned school along with necessary information such as time-table, names of subject teachers, working days and the holidays for effective planning of the practice teaching lessons. After obtaining the permission from the school for the conducting lessons, teaching units are taken from the school teachers and then conveyed and distributed to the teacher trainees along with lesson time table. This is followed by a thorough guidance for the lessons from the concerned supervisors. The teacher trainees then prepare the fair plans in the lesson note book provided by the college. Sufficient time span of about 15 days is given for the planning and execution of the lessons. Each teacher trainee conducts only one lesson per day, except in some cases where the teacher trainees conduct two lessons per day. It is ensured to provide detailed and proper feed back to the teacher trainees and maintain the quality of practice teaching.

2.3.7. Describe the process of Block teaching / Internship of teacher trainees in vogue.

In B.Ed. course, a lot of weight age is given for internship program in terms of marks and time period. The internship is for a period of 08 days which include planning for 02 days. During these days, the teacher trainee has to remain in the school campus for the whole day to perform the curricular and co-curricular activities. Internship for M.Ed. students

covers the activities like providing guidance to B.Ed. students for lesson planning and engaging lectures in B.Ed. Class.

2.3.8.   *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 B.Ed. level, there is development of partnership in the practice-teaching schools and institutions for the practice-teaching sessions. The mentor teacher communicates with the school teachers regarding time-table and units to be taught. There are non-formal discussions/ guidance between teacher trainees and school teachers regarding unit and teaching methodology. The teachers also give feed back to the teacher trainees informally on their own to improve the quality of lessons.

2.3.9.   *How do you prepare the teacher trainees for managing the diverse learning needs of students in schools?*

The student teacher start planning to teach in short. They fulfill the basic need of learning in should be given extra classes. The faculty member give then training different technique of teaching in the school. The student teacher also used OHP project, model chart to teach the student in school.

2.3.10. *What are the major initiatives for encouraging teacher trainees to use/ adopt technology in practice teaching?*

The faculty always encourages the teacher trainees to use technology in practice teaching. The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction. It is compulsory for the teacher trainees to conduct

technology based lessons which entails them to make use of different electronic gadgets such as tape recorder, mobile, LCD, OHP and internet.

2.4.   TEACHER QUALITY

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

Yes, the B.Ed. level, there is development of partnership in the practice-teaching schools and institutions for the practice-teaching sessions. The mentor teacher communicates with the school teachers regarding time-table and units to be taught. There are non-formal discussions/ guidance between teacher trainees and school teachers regarding unit and teaching methodology. The teachers also give feed back to the teacher trainees informally on their own to improve the quality of lessons.

2.4.2.   What is the ratio of teacher trainees to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of teacher trainees is 14:01 to the identified practice teaching schools. the decision has been taken on the basis of NCTE Bhopal norms.

2.4.3.   Describe the mechanism of giving feedback to the teacher trainees and how it is used for performance improvement.

Mechanism of Feedback

- o Teacher educators observe the lesson using the rating scale to evaluate the lesson.

o In addition, the teacher educators also give the qualitative feedback/ remarks in written form on the lesson note itself.

At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately.

The written feedback is followed by oral discussion for the improvement in the performance of the teacher trainees.

2.4.4. *How does the institution ensure that the teacher trainees are updated on the policy directions and educational needs of the schools?*

Practice teaching forms the core curriculum of the B.Ed. program. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding practice teaching. Practice teaching in charge in turn gives instructions to all the teacher trainees.

2.4.5. *How do the teacher trainees and faculty keep pace with the recent developments in the school subjects and teaching methodologies?*

The teacher trainees and faculty keep pace with the recent developments in the school subjects and teaching methodologies through different workshops, refresher & orientation courses

2.4.6. *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 Institution, Management and Principal have always given the priority to training and orienting the staff, and take all necessary efforts to keep the faculty updated, efficient and modernized and encourage them in their professional growth. Teachers are motivated in every meeting by the principal to attend UGC sponsored refresher courses and orientation courses conducted by the Academic staff colleges

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

The institution always encourages all the faculty members for their professional development. Professional development courses like the orientation and refresher courses. Paper presentation in conferences, participation in seminars as experts and resource persons is always encouraged. In fact, the institution's experienced and well qualified faculty is always invited by other educational institutions to orient and guide them on several topics related to the syllabus and other contemporary issues. The rich library resources with internet facility for academic enrichment are made available by the institution for the professional development of the faculty:

2.5. EVALUATION PROCESS AND REFORMS

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

The student are provided with all the facility like good environment. Well infrastructure life good quality desk and benches, good class room. We have well to do environment for the students. We have reliable library for

the student. Where they can barrow books and continue study. The faculty use different technology to teach the student.

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

In order to have internal assignment, we conduct half yearly and model examination give assignment, take test etc.

2.5.3. How are the assessment/ evaluation outcomes communicated and used in improving the performance of the teacher trainees and curriculum transaction?

Giving prompt and immediate feedback is one of the best ways to communicate the performance, achievements and lacunae. Answer sheets of the internal examination are shown to the teacher trainees and written remarks are given on the answer papers if required. This is supplemented with oral feed back to the teacher trainees for further improvement in their performance in the examination. During micro teaching, instant feedback is given to the teacher trainees through teacher and peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance

2.5.4 How is ICT used in assessment and evaluation processes?

Use of ICT in assessment and evaluation processes:
* * Preparing all instructions related to assessment
* * Preparing question banks
* * Question papers
* * Recording marks secured by all teacher trainees

*   Preparing result sheets
*   Analysis of results

2.6.   BEST PRACTICES IN TEACHING, LEARNING AND EVALUATION PROCESS:

2.6.1.   *Detail on any significant innovations in teaching / learning / evaluation introduced by the institution.*

BEST PRACTICE-1

Title of the practice: - Comprehensive Internal Evaluation.

Initiation of the practice:-College is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Syllabus prescribed by the university is implemented and clear directions are given for each activity, it was decided in the meeting that evaluation for internal activities related with teaching skills should be done comprehensively, hence it was instructed to the concerning in-charges to form groups in such a manner that once a trainee is in a group for microteaching with particular supervisor, trainee will not be repeated for any activity with that supervisor. In this way trainee works under all supervisors and their progress was discussed among the trainees.

Objectives:

To evaluate the performance of trainees comprehensively.

The practice: In-charges of all the activities were ask to prepare the time tables of their respective activities by co-coordinating the distribution of trainees in groups keeping in view their opted and admitted methodologies. Care was taken that trainee allotted for one activity will

not be repeated for other activity for particular supervisor, in this way all the trainees will come in contact with all the supervisors.

Impact of the practice: Practice implemented help a lot to bring improvement in the pedagogical skills required for the trainees. Each supervisor helps the trainee to bring out best as per that activities demand.

Resources required: A group of dedicated faculty who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.

BEST PRACTICE-2

Title of the practice: Geography Teaching Aid Kit.

Initiation of the practice:

Geography is one of the methodology at B.Ed. level. The geography class is heterogeneous with respect to subject background at graduation .Majority of the trainees admitted in this group studied geography till 10th std. It was experienced while dealing with the class that the trainee should develop their teaching aid kit and use it during practicing lessons, final lesson & in future when they join any institution.

Objectives:

1. To develop interest among the trainees towards the subject.

2. To make geography teaching simple, easy and interesting by using hand-made teaching aids.

3. To develop map drawing skill.

4. To provide them practice to prepare maps as per requirement of the content.

The practice:

As geography method class is heterogeneous in nature, importance and scope of geography was clarified and how to teach geog effectively by using teaching aids was demonstrated. Trainees were asked to develop teaching aid kit which include :pointer, direction, stencils(world, all continents, India and other countries as per the secondary school syllabus),flannel board. etc. All these should be handmade. Practice was given to them to use it whenever and where ever required. Trainees were expected to supply direction to the practicing class if they are dealing with map reading content and should ask them to use map given in the text-book and read it .In content test 10 marks question was given for map drawing and map filling, no outline map will be provided, trainees were expected to draw the map, colour it, show the locations as questions demand and write index.

Obstacles faced:-Nil

Impact of the practice:

This practice helps all the geography method trainees to take interest towards the subject, the developed teaching aid kit was appreciated by the practicing schools and they have also adopted the same in their respective schools.

Resources:

Dedicated Geography method masters.

Resource person for teaching aids

BEST PRACTICE: 3

Title of the practice: Evaluation Workshop.

Initiation of the practice: Planning is the important part for teaching and learning, without planning it is difficult for a teacher to proceed further. As soon as the work is distributed among the teacher-educators the expectations are that, he/she should plan the work by keeping in mind the available time and objectives of the task. One of the core papers of the University entitled: Educational Evaluation & Action Research, deals with the planning aspect. Coordinator along with the members of the subject committee decided to deal with the topics like year plan, unit plan & achievement test preparation + item analysis as a workshop. So that the trainees get ample opportunity to practice preparation of different plans and tests.

Objectives of the practice:

1. To provide practice in preparation of year plan.

2. To provide practice in preparation of unit plan.

3. To provide practice in preparation of lesson plan.

4. To provide practice in preparation of teacher- made achievement test.

5. To provide practice to do item analysis.

The practice: - A meeting was conducted by the coordinator of the subject committee and it was decided that topics related with planning aspects would be dealt as a workshop. There are four classes namely: B-1, B-2, M1 & M2. Before commencement of I-practice teaching, workshop-I was planned for preparing year plan, unit plan & lesson plan. The trainees were divided in groups as per their opted school methodology (as per the university syllabus trainees opt two methodologies) workshop-I was planned for 6 days, 3-3 days for two methods.

Workshop-II was designed in 2 sessions, first session was planned for 2 days before commencement of Internship activity in which practice for preparing teacher made achievement test was provided. All the trainees were asked to select a unit, prepare unit planned design a test by preparing Blue-Print, test items & edit it. Prepare marking scheme &score key. Trainees were instructed to administer the test during internship, assess the answer sheets, score them and prepare a mark list. Second session was planned for 1 day after Internship to do the item analysis. Trainees were expected to prepare report of the workshop.

Obstacles: Lack of time, insufficient human resource.

Strategies: During Workshop College timings are extended for 1 hour. All method masters involve in the activity

Impact of the practice:

The use of the practice was appreciated by practicing schools as the trainees are getting practical experience for planning aspects and its implementation during internship. Trainees were able to get opportunity to prepare a test paper, administer it, assess and score it. After scoring they go for item analysis and get feedback about the items selected for test construction. This practice was continued for two years in the college and it yields good results, hence recommended to the university to include the practice as compulsory activity in the syllabus. On May 18th 2012 BOS meeting was conducted under the chairmanship of Dean of faculty of education to revise the syllabus and transform it to credit based. The practice was suggested by the faculty who was the BOS member that the activity shall be made compulsory part of the syllabus so that every college affiliated to university should provide practice for planning. The

suggestion was accepted by the chair and 03 days "Evaluation Workshop" was made compulsory activity for 01credit.

Resources:

1) A group of dedicated faculty who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.

2) Schedule of the workshop along with allotment of task to all method masters and subject committee to monitor the progress of the trainees.

BEST PRACTICE-4

Title of the practice: New Tutorial Pattern

Initiation of the practice: Tutorials are the weekly test conducted by the college as one of the compulsory activity as per university syllabus. The pattern of conducting tutorials was such that after 45 days of teaching term activity initiated, the activity coordinator collects the questions from subject committees and display them on notice board with the dates on which they will be conducted. Trainees were divided in groups and sitting arrangement was such that two trainees on same desk have to attempt questions from different papers. This practice was continue from many years, this year it was decided in the meeting to plan for change in tutorial pattern and instead of giving questions, unit will be declared before 8 days and question will be displayed 1 minute before.

Objectives:

1. To provide the trainees an opportunity to prepare notes.

2. To give them practice to read content thoroughly so that they can attempt the answers correctly.

3. To give them practice for university exam.

4. To give them feedback for better achievement.

5. To increase the level of self-confidence of the trainees.

6. To increase the comprehensive learning and understanding of the unit as a whole.

Resources required:

1)   A group of dedicated faculty who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.

2)   Appropriate notices to all the faculty and trainees.
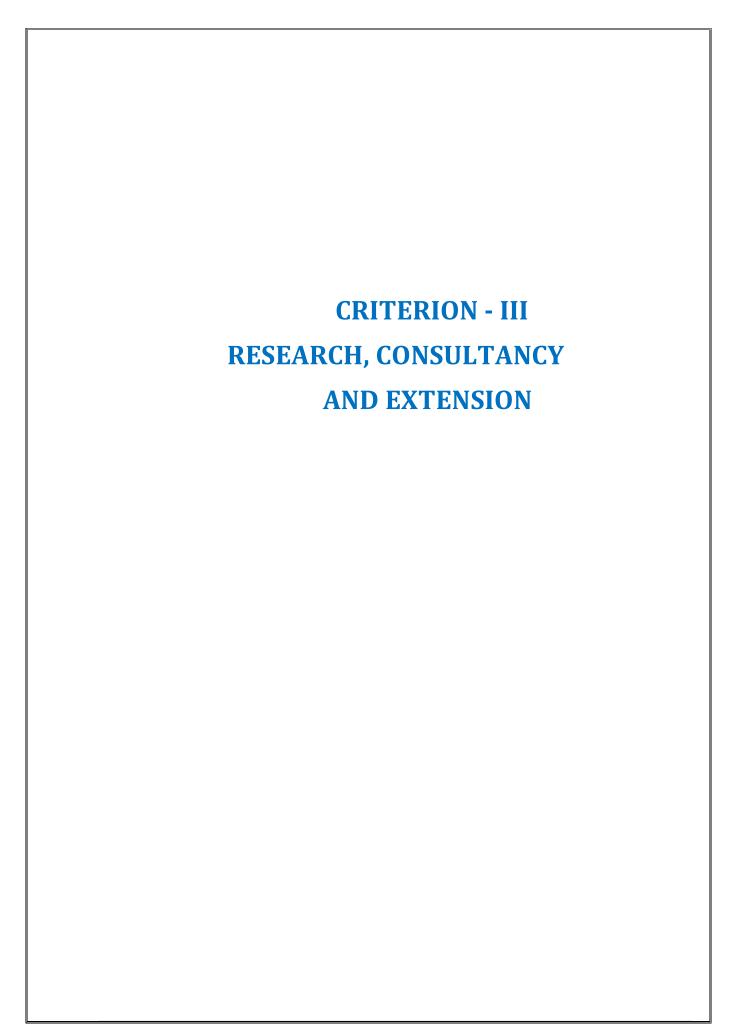
3)   OHP

4)   Question bank

Obstacles faced:

1. Infrastructures such as computers, modem, and internet connectivity are not available for each and every student.

2. Most of the students are not tech- savvy hence having phobia towards technology.

3. Low bandwidth.

Impact of the Practice:

1.   Students get awareness of ICT and modern trends in Education.

2.   ICT / 21st century skills such as operating computers, internet, typing, use of MS office and use of hardware.

Resources Required

1. Connectivity or internet.

2. Computers / Laptops

3. Open Source Learning Management System (MOODLE)

4. Domain name and web space

5. Modem.

6. Telephone line or 2G / 3G connectivity.

7. Web camera

8. Printer

9. Wi-fi

CRITERION - III
RESEARCH, CONSULTANCY
AND EXTENSION

CRITERION - III

RESEARCH, CONSULTANCY AND EXTENSION

3.1. PROMOTION OF RESEARCH:

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

Mahatma Phule College of Education is not recognized as a research centre.

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

The thrust areas of research prioritized by the institution include:

1. Formation of syllabus.
2. E – learning.
3. Animation methods.
4. Emotional intelligence.
5. Envioronment.

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

The institution encourages Action Research. For subject class discipline formation of group, each topic of subjects.

3.1.4. *Give details of the conference/Seminar/Workshop attended and/organized by the faculty members in last five years.*

NA.

3.2. RESEARCH AND PUBLICATION OUTPUT:

3.2.1. *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.*

The faculty members are developing and using instructional materials for enhancing teaching-learning process.

3.2.2. *Did the institution develop any ICT/ technology related instructional materials during last five years? Give details.*

The institution has introduced language learning discussion method and e-learning.

3.2.3 *Give details on the facilities available with the institution for developing instructional materials?*

The institution has well equipped computer labs (one for B.Ed. and one for M.Ed.), E.T. Lab &Centralized Language lab. Free internet access is provided to all the students and faculty members. The classrooms are furnished with OHP, Computer and LCD projector. ICT workshop is organized to train the trainees for developing instructional material, blogs and power point presentations. During practice teaching session it is expected that at least one lesson in each method should be based on PPP. The faculty members have attended different programmes for the development of the instructional material and use of packages.

3.2.4. Give details on various training programs and/or workshops on material development (both instructional and other materials).

Institution organized two days workshop on

1. Animation.

2. Teaching aids.

3. Questions and Answer methods.

4. Group teaching

3.2.5. List the journals in which the faculty members have published papers in the last five years.
None.

3.2.6 **Give details of the Minor/Major research projects completed by the staff members of the institution in the last five year.**
None.

3.3. CONSULTANCY:

3.3.1. Did the institution provide consultancy services in last five years? If yes, give details.
None.

3.3.2. Are faculty/staff members of the institute competent enough 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,
1. Active learning method.
2. Micro teaching
3. Practice teaching
4. Communication skill

3.4. EXTENSION ACTIVITIES:

3.4.1. How has the local community benefited from the institution?

Community is always benefitted from the institution through the contribution of the institution through various extension activities like guidance and counseling, training to entry to services, during working with the community, career guidance etc. The other activities organized by the college are the programs in the schools where practice teaching is arranged. The extension services to practicing school are provided mainly in the field of science education, Mathematics education, language education, computer & information technology, arts, environment education etc. The college also organizes workshops and teaching aids exhibitions prepared by students and distribute them to different practicing and other schools. Along with this college also takes up cleanliness drives, awareness program on environment, pollution, hygiene, tree plantation etc every year.

Blood donation camp. AIDS Awareness this activities provided by institution.

*3.4.2   How has the institution benefited from the community?
(Institution – community –networking &Institution-school-
networking)*

The other extension activities of the institute are:

- The faculty is invited by the schools and colleges to deliver the
  talks and lectures as resource persons.

- Library facilities are made available for other students.

- Campus interviews and Placement services.

- Blood donation camp.

- Faculty is Resource persons for in-service trainings for teachers,
  Refresher course and orientation programme.

- The faculty initiatives and participation in various community
  related activities are:

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

English coaching programme.

Guidance and Councalling programme.

Health awareness programme.
Environment protection programme.
Coaching and Writing compititation.

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

No.

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

The college organizes various programmes for development of social and citizenship values. All the national events with historical significance are celebrated by the college like the birth anniversaries of national freedom fighters , great national educators and reformers etc. The college also actively participates in the awareness drives for environment, cleanliness and social causes. The college has organized guest lectures on the topic, Communal Harmony and Awareness Regarding Dr. Babasaheb Ambedkar Educational Loan Scheme for the development of social skills and values among the trainees. Along with the guest lecture paper reading competition was also organized. The college has actively participated in the National Swachchata Abhiyan, marathon on Run for Unity initiated by the Hon'ble Guest Mr. & Mrs. Patil Sar

Apart from this the college students also visits various Bhoudha Stoup, Old Age Home, Special Schools every year. The students have participated in the Study Circle organized by Dr. Babasaheb Ambedkar Smarak Samiti. The students performed in various activities like drama, paper reading competition on the theme for development of social skills and values.

3.5.   COLLABORATIONS

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

No.

3.5.2.   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.

No.

3.5.3   How did the linkages if any contribute to the following?

1. Curriculum Development

2. Teaching

3. Practice Teaching

4. Research

5. Consultancy

6. Extension

7. Publication

8. Student Placement

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

The faculty is imitated as expert to conduct interview for requirement of teacher in the college. Our faculty is invited to give seminar in same B.Ed. and M.Ed. College to observe the teaching the practice lesion and give suggestion. To give orientation programme for dear staff.

3.5.5. 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 faculty is actively involved in practice teaching, they visit the practice teaching schools along with allotted group of teacher trainees for unit collection, they design the schedule with consultation of school personnel and seek their help for execution and evaluation whenever required.

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

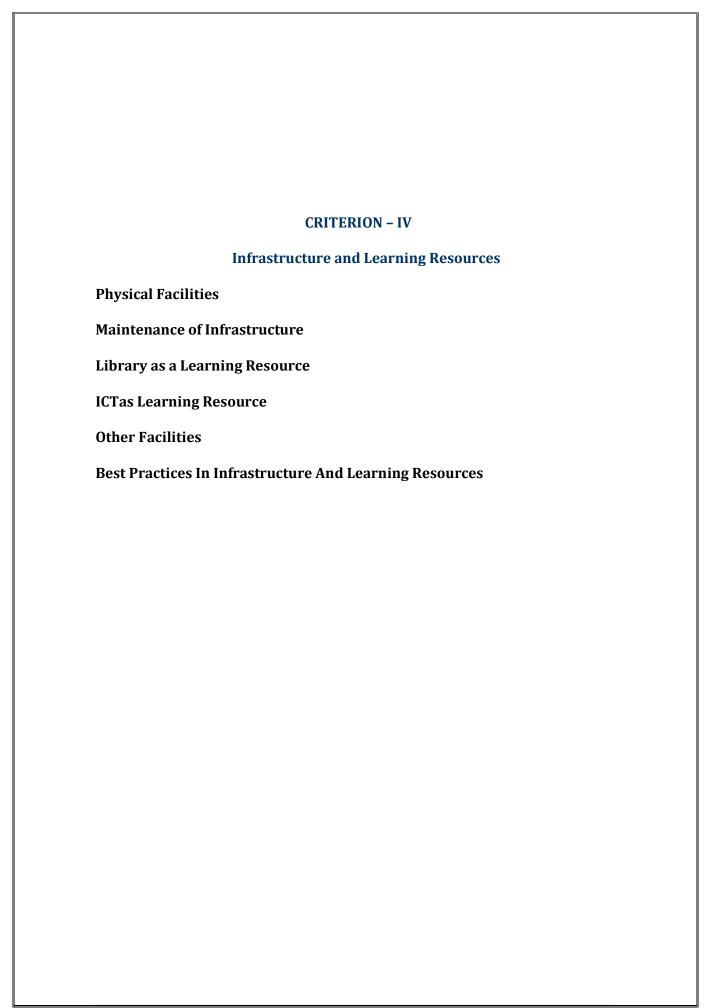The faculty have good relations with the schools/colleges and University. Our faculty is also having healthy relations with Mumbai University, Nagpur University and Swami Ramanand Teerth Marathwada University-Nanded.

3.6. BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

For the promotion of research and publication, faculty members are motivated to undertake Research projects, Action research, attend and present papers at international, national and state level seminars, conference and workshops. Most of the teacher educators of this institution published books, papers in reputed international and national journals, reports, documents, major and minor research projects. Research tools, abstracts of researches, innovative lesson manuals and instructional materials prepared in the institution are compiled every year. The bound volumes of the projects done by students are published. The compendium of assignments and projects (practicum) by the students is compiled.

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

Teacher extend their services for personality development for the teacher training. Teaching aids have been use.

CRITERION – IV

Infrastructure and Learning Resources

Physical Facilities

Maintenance of Infrastructure

Library as a Learning Resource

ICTas Learning Resource

Other Facilities

Best Practices In Infrastructure And Learning Resources

CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1. PHYSICAL FACILITIES

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

The institution is endowed with adequate infrastructure as per NCTE norms. The institution has a total built up area of 3000 Sq.mt. The college building is spread over the four floors. The institution has well furnished, spacious and excellent physical infrastructure in terms of classrooms, five staff rooms, library, computer lab (one for B.Ed.& one for M.Ed.), Centralized language lab, work experience room, Teaching aid room, Common room for girls & boys, store room, canteen, boys hostels, toilets, parking, Gym, stadium, photo copying center for students, administrative office, ET room and Principals room.

The classrooms are well equipped with facilities like computer, LCD and OHP. All the classrooms are spacious and ventilated; each classroom has enough seating capacity. A notice board is mounted in each classroom to display the schedules. The institution provides free internet access to the students and faculty.

a) Departmental Infrastructure:
College Building Infrastructure

Sr.	Particulars	Facilities
I	Existing Under ground Floor	Two side entrances are available on the under ground floor.
i.	Library & Reading room(Gents)/ Ledies	Furniture, electricity, Stationary & washroom, computer with printer, etc.
ii.	Multipurpose Hall	furniture, Buddist Statchu
iii.	Existing Ground Flour	Ladies Tiolet - 5
iv.	Science Lab. (1)	Furniture & Instrument
v.	Physicology Lab.	Furniture, Cupboards.
vi.	Chairman Cabin	Furniture, Sopha Set.
vii.	Gate	Drinking water
viii.	Secretary cabin	Furniture
ix.	Examination Section	Furniture, Blackboard, LCD Projector, etc.
x.	Principal Cabin	Furniture, Cupboards, P.C., Printer, LCD, etc.
xi	M. Ed. Staff room	Cabin – 5, Table-5, Chair -12
xii	M.Ed. class room first	Dual Desk
xiii	M.Ed. Class room second	Dual Desk
xiv	B.Ed. Office	Computer & Furniture.
xv	Sports room	Furniture & Capat

II	Existing first floor	Two side entrances are available on the first floor.
i.	Staff room(Ladies)	Furniture, Cupboards, computer , P.C., Printer, washroom, etc.
ii.	Professional Guidance	Books, Furniture, Stationary, Newspapers,
iii.	Student rest room	Furniture, Blackboard.
iv.	Method room -1	Furniture, Blackboard.
v.	B.Ed. Class Room (Ist)	Furniture, Blackboard
vi.	Method room -2	Furniture, Blackboard.
vii.	Method room -3	Furniture, Blackboard.
viii.	Method room -4	Furniture, Blackboard.
ix.	Method room -5	Furniture, Blackboard.
x.	Method room -6	Furniture, Blackboard.
xi.	Method room -7	Furniture, Blackboard.

xii.	Class room -2nd	Furniture, Blackboard. (Second Floor)
xiii.	Class room -3rd	Furniture, Blackboard.
xiv.	Class room -4th	Furniture, Blackboard.
xv.	Staff room	Furniture, Blackboard.
xvi	Ladies Common room	Furniture, Blackboard.
xvii	Computer Lab.	Furniture & computer
xviii	I.T. Lab	Furniture & LCD Projector
xix	Generator room	Generator
xx	Store Room.	Almirahs, shelf, boxes, etc.

b) **Infrastructure Facilities.**
   Departmental Infrastructure

Sr. No.	Particulars	Quantity
1.	Principal's office	01
2.	Office	01
3.	Staff room	02
4.	Class rooms	06
5.	Library	01
6.	Science lab.	01
7.	Computer lab. B.Ed. / M.Ed.	02
8.	Store room / Record room	01
9.	Geography cum teaching aid room	01
10.	Ladies common room	01
11.	Psychology lab. / Guidance & Counseling cell	01
12.	Gents common room	01
13.	Method room	07
13.	Washroom (staff)	06
Campus Facilities :		
14.	Washroom :	
	A) Boys	02
	B) Girls	02
15.	Gym (campus)	01
16.	Stadium	01

17.	Sports room	01
18.	Parking	01
19.	Hostel (Boys)	01
20.	Mess : (Food)	01
21	Xerox Centre.	01
22.	Full-fledged Canteen	01
23.	Language lab	01

c)   Departmental facilities.

Sr. No.	Furniture / Equipment	Quantity
1.	Tables	41
2.	Chairs	314
3.	Dual Desk	342
4.	Stool	05
5.	Almirah	23
6.	Xerox machine	01
Computers		
7.	Fax Machine	01
8.	Fire Extinction	01
9.	Fax Machine	01
10.	Generator (Common Campus)	01

COMPUTER LAB:

II) A. COMPUTER LAB:

Sr. No.	Section	Year	Student Capacity
1.	B.Ed. (Lab 1)	2014-15	20
2.	M.Ed. (Lab 1)	2014-15	20

COMPUTER LAB FURNITURE DETAILS:

Sr. No.	Lab. No.	Year	No. of Chairs	No. Table, keyboard, drawer.	No. of Stools	No. of Fan	Almirah
1.	B.Ed. (Lab 1)	2013-14	10	20	--	01	01
2.	M.Ed. (Lab 2)	2013-14	10	20	--	01	01

Amount invested for developing the infrastructure in the last 5 years:

Sr. No.	Items/Heads	Year	Amount
1.	Building		7500000.00
2.	Laboratories		121997.00
3.	Furniture		264844.05
4.	Equipment		120091.00
5.	Computers/Laptops		8800
6.	Sports		11383.00

The master plan of the institution is attached as appendix:

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

The institution has made provision for introduce of new courses.

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

College puts emphasis on co-curricular activities. Various cultural activities like caramboard, chess etc. and outdoor game is football, Holiball, Cricket. Etc. are conducted which give an opportunity for the students to prove their potentials and skills. The facilities available with the college are indoor and outdoor games, multipurpose hall, etc.

The college conducts sports day for the trainees every year, one of the elective offered by the college is Physical Education.

There is a big stadium in the Campus which is shared by all the institutions and available for playing different indoors and out door games, and all the sports equipment and material required are available in the sports and games physical education department. Along with the stadium there is a multi-gym having with twelve station and all the required equipment and machines for different kinds of exercises.

4.1.4. *Give details on the physical infrastructure shared with other programs of the institution or other institutions of the parent society or university.*

The physical infrastructure shared with other programmes of the institutions are Anandwan Campus of the hostels, canteen, mess and parking facilities, Language lab, photo copy centre.

The institution has the spacious building to conduct all the academic programmes offered .The institution is situated in Dr. Babasaheb Ambedkar Smarak Samiti Campus spread on 3 acre area with many other academic and professional institutes.

4.1.5 *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.)*

The institution has specified facilities to ensure the health and hygiene of the staff and students, there is multipurpose common room which is used as rest room having five foldable cots. Men and Women wash rooms are constructed adjacent to college; full-fledged Canteen is in the campus along with two mess providing food facilities from 7 a.m. to 10 p.m.

4.1.6.   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, Hoste, facility for boys in provided on Anandwan Campus. There are 25 rooms acuminated 100 boys.

Sr. No.	Particulars	Facilities
1	Room (In every room one study table, one bed, mattresses and 24 hours electricity is being provided.)	4 students can comfortably stay in a room available in the hostel. There are total 25 rooms.
2	Latrines (24 hours electricity and water supply is available.)	Approximately 100 students can comfortably use the latrines facilities available in the hostel the total number of latrines is 05
3	Bathrooms (24 hours electricity and water supply is available.)	There are 05 bathrooms available in the hostel for the students staying in the hostel.
4	Drinking Water	24 hours RO Drinking water facilities are available.
5	Other facilities for students	1. One Veg. and one non-veg. mess is available in the hostel. 2. One computer room is provided to the students by the hostel warden. 3. Students are not allowed to enter in the hostel after 10.00pm. at night
6	Centralized facilities available in the campus.	1. There is a canteen in the campus which is available for students and teachers along with all non-teaching staff from 8.00am. to 6.00pm. 2. Campus business centre is available in the campus which provides different types of stationary and Xerox.
7	Parking	Campus has spacious parking for two wheelers and four wheelers.
8	Deluxe hostel	Deluxe Hostel with modern facilities is under construction.

4.2. MAINTENANCE OF INFRASTRUCTURE

4.2.1. *What is the budget allocation and utilization in the last five years for the maintenance of building, laboratories, furniture, equipments, computers, and transport and vehicle.*

The Budget allocation is given below.

Sr. No.	Items	Amount
1.	Building	25000.00
2.	Laboratories	10000.00
3.	Furniture	100000.00
4.	Equipment/ Computers	200000.00

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

The institution plans and ensures that the available infrastructure is optimally utilized for conducting all curricular, co-curricular and other activities. The Library, computer lab, language-lab, technology-lab, psychology-lab, etc. are optimally used by the students by making necessary arrangements in the time-table. M.Ed. classes are scheduled in the morning and B.ED classes begin from 11.15 a.m. so that each and every resource available shall be used.

4.2.3. *How does the institution consider the environmental issues associated with the infrastructure? Plantation, Cleanliness drive, decomposition of waste:*

The institution considers the environmental issues associated with the infrastructure by the enforcement of tree plantation campaign,

cleanliness drive and decomposition of waste. The campus is clean and green. In front of the building there is lawn with many plants, management takes a lot of care for the maintenance of the same. The college has environment club.

4.3.   LIBRARY AS A LEARNING RESOURCE:

4.3.1.   *Does the institution have a qualified librarian and sufficient technical staff to support the library?*

The institution has a qualified librarian and sufficient technical staff to support the library.

Sr. No.	Name of staff	Designation
1.	Mr. Dhangare B. M.	Librarian
2..	Mr. Shubham Sautkar	Peon

The Library Community is in place consisting of :
1. Principal.
2. Assistant Teacher.
3. Librarian

4.3.2.   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.)

Sr. No	Books/Magazines/Journals/ Encyclopaedia etc.	Quantity
1.	Total No. Of Books	4000
2.	Total No Titles	150
3.	Research Journals	500
4.	Educational Magazines	05
5.	News Magazines	05
6.	Reference Books	500
7.	Sets of Encyclopaedia	09
8.	E-Books (N-LIST/DOAJ)	
9.	e-Journals (N-LIST/DOAJ)	
10.	News Papers	08
11.	Books added – 2012-13	50
12.	Books added – 2013-14	50
13.	Books added – 2014-15	50

The library offers services to 100 users daily including teachers, student (B.ED and M.ED and non-teaching faculty. It co-operate the research scholars, all related persons enrolled are registered as members. Members of alumni association, Practicing school teachers, Researchers of various universities etc are allowed to use the library for reference with the permission of the Principal.

4.3.3. 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

Sr.No.	Name of Committee member	Designation	Position
1.	Dr. M. R. Gawai	Principal	Chairman
2.	Prof. Dhangare B.M.	Librarian	Secretary
3.	Prof. Dahije A. A.	Asst.. Professor	Member
4.	Prof. Palashikar	Asst. Professor	Member
5.	Prof. Gawai B. A.	Asst. Professor	Member
6.	Prof. Ingale S. S.	Asst. Professor	Member

The Library committee works for the following cause:

1. To provide proper organization and functioning of the Library

2. To prepare the annual budget and proposals for the development of library.

3. To provide modernization and improvement of library

4. To submit the annual report on the functioning of the library

5. Annual stock verification

6. To invite proposals from all heads of the department

7. To deal with other matters connected with the library

4.3.4.   Is library computerized? If yes, give details.

The Library is yet to computerized.

4.3.5.   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.

YES

Institution has forty computers with Local Area Network Internet and Wi-Fi.

4.3.6.   Does the institution make use of Inflibnet / Delnet /UGC facilities? If yes, give details.

NA

4.3.7.   Give details on the working days of the library?

Working days :   All working days.

Timing :   10.30 am. To 5.30pm daily.

4.3.8.   How do the staff and students come to know of the new arrivals?

The staff and students come to know of the new arrivals through Library Notice board.

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

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

Yes, facilities of same and sitting in the college are to provided.

4.4.   ICT AS LEARNING RESOURCE:

4.4.1.   Give details of ICT facilities available in the institution

ICT facilities are available in the institution such as computer lab, hardware, software, internet connectivity, access, audio-visual, other media and materials. The institution ensures the optimum use of the facility by teachers and students.

4.4.2.   Is there a provision in the curriculum for imparting computer skills to all students? If yes, details on the major skills included.

Yes, Power Point Presentation (for lessons) MS Word and MS Excel for Internship For specialization in ICT, Computer education is one of the elective subject in the curriculum. As a part of curriculum it is compulsory for all the trainees to attend ICT workshop and prepare ICT template. Institutional level CAIL &SPSS workshops were organized for acquaintance with modern trends in ICT for P.G. students. Every day last lecture is scheduled for computer training and accessing.

The facilities are made available to the students and teachers for making power point presentations for practice teaching as well as for final lessons and seminar presentations.

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

The teacher educators provides downloaded study material from various educational websites and also gives a list of websites for their references. The institution makes use of the new technologies / ICT in curriculum transactional processes with the help of Power Point Presentations.

4.4.4. ***What are major areas and initiatives for which trainee-teachers use /adopt technology in practice teaching? (Developing lessons plan, classroom transactions, evaluation, preparation of teaching aids)***

The major areas and initiatives for which trainee-teachers use / adopt technology in practice teaching are developing lesson plans, class room transactions, evaluation, preparation of teaching aids with the help of Power-Point presentation. Every trainees in B.Ed. and M.Ed. are expected

to attend ICT workshop.

4.5.   OTHER FACILITIES:

4.5.1. ***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 d the program) to other institutions and to the community.***

The instructional infrastructure is optimally use for the trainee-teachers and teachers of the institution through Power-Point presentation. Audio-visual facilities/materials (CD, audio and video cassettes and other materials related to the program) available with the institution? How are the trainee-teachers encouraged to optimally use them for learning including practice teaching?

4.5.2. ***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?***

The various audio - visual facilities / materials (CD's, Audio & Video Cassettes and other material related to the programme) are available with the institution. The institution make it convenient to the trainee-teachers and teachers for optimally use of these all learning resources for practice teaching and other teaching learning processes with the help of computer

lab.

4.5.3 ***What are the various general and method laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?***

The methods of laboratories are available in the institution. The institution has its own computer lab. for B.Ed. & M.Ed. separately. The institution enhances the facilities and ensure maintenance of the equipment and other facilities under able guidance of Principal. The institution has signed an Mahatma Phule College of Education for the common access of psychology lab, Science lab, interactive Class room and health centre etc. the central psychology lab. in the campus has a rich collection of standardized psychological tools and equipment. This psychology lab also provides the facility of experimenting different psychological experiments and conducive environment for performing different type of psychological experiments. The college itself posses many psychological tools and instruments in psychology lab and guidance and counseling cell.

The language lab is in place, the college has well equipped science room for physical, natural and chemical sciences. All required material as per the prescribed syllabus are available in the lab.

4.5.4. *Give details on the facilities like multipurpose hall, workshop, music and sports etc available with the institution?*

The facilities like multipurpose hall for performing different workshops and cultural activities like music and other activities the institution have educational technology hall.

4.5.6. *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.*

The classrooms are equipped for the use of latest technologies for teaching such as LCD projectors are used. The institution's future plans to modernize the classrooms as virtual classroom with the help of modern technology.

4.6. BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES:

4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology.
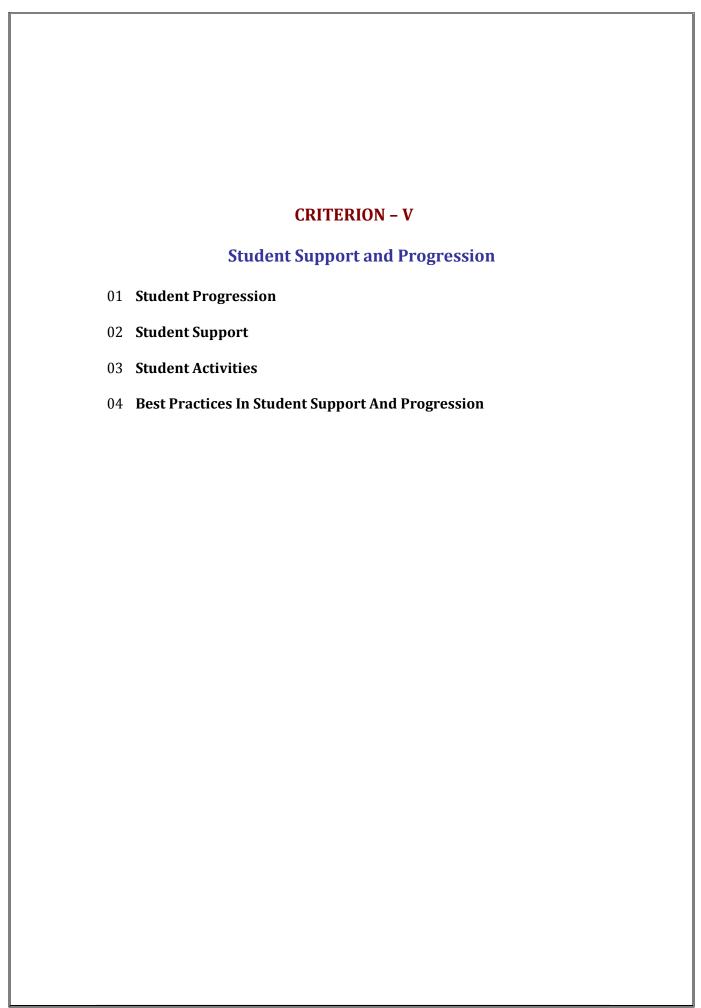
The management is always supportive to update the existing facilities for teaching learning process faculty seeks to model and reflect on the best practice in the diversity of instruction, including the use of technology such as Power-Point presentation, use of LCD projectors and overhead projectors.

4.6.2. List innovative practices related to the use of ICT, which contribute to quality enhancement.

For the quality enhancement in the institution use of ICT is made available for the trainee-teachers through the use of Internet, LCD projectors and Power-Point presentation facility is provided to all students and teachers.

4.6.3. What innovative /best practices in "infrastructure and learning resources" are in vogue or adopted by the institution?

The institution adopted the best practices / innovations in infrastructure and learning resources in the form of use of Internet, use of LCD projector and Power-Point presentation facilities are being made available to all students and teachers under able guidance of Principal.

CRITERION – V

Student Support and Progression

01 **Student Progression**

02 **Student Support**

03 **Student Activities**

04 **Best Practices In Student Support And Progression**

CRITERION - V

STUDENT SUPPORT AND PROGRESSION

5.1.   STUDENT PROGRESSION:

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

All the teacher trainees who aspire to seek admission in our college for the B.Ed. programme have to get through Common Entrance Test for B.Ed. conducted by Government of Maharashtra. Admission to the trainees is given absolutely as per the norms and rules laid down by the Government of Maharashtra.

Number of B.Ed. Non-Grant sections, during the academic year 2014-15 are as follows;

Non Grant			
Category	Male	Female	Total No Of Students
General	21	25	46
S.C.	16	40	56
S.T.	1	00	01
O.B.C.	5	14	19
V.J.	3	10	13
			135

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

The academic year begins with a counselling session followed by self-introduction of the faculty and students. A formal inaugural ceremony is also arranged. At the beginning of the academic year the institution conducts an orientation programme for the newly selected students for the B.Ed. Course.

The Orientation programme at the time of admission is conducted by the Principal and the staff of the College. Students are oriented about the course and its functioning at the time of admission. Beside this the programme also focuses on developing awareness about the institution, vision, mission, goals and objectives, value of teaching profession, status and code of ethics for teachers, various courses offered, evaluation process, facilities in the institution, library rules and regulations, etc.

The clean, green, campus and healthy learning environment motivates the teacher trainees to improve their performance. The tutorial system, SUPW, enhanced library facilities, participation in university and inter-university level competitions, IT oriented programme, celebration of days of importance, and awareness programmes, over and above all, the sincere efforts, expert guidance and support of the teacher educators ensure the performance improvement of students.

The performance of the institution is reflected in the results at the university examinations. Recently Credit and Semester system with grading has been introduced in the B.Ed. and M.Ed. course of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

B.Ed. Examination Results for the last 5 years

Academic Year	Students Appeared	Pass %
2009-2010	100	77.94 %
2010-2011	100	75.26 %
2011-2012	100	73.53 %
2012-2013	100	77.00 %
2013-2014	100	76.66 %
2014-2015	100	76.66 %

M.Ed. Examination Results for the last 4 years

Academic Year	Students Appeared	Pass %
2010-2011	33	72.00 %
2011-2012	31	72.15 %
2012-2013	38	78.44 %
2013-2014	32	73.00 %
2014-2015	32	76.00 %

5.1.3. *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?*

The dropout rate for the last (5) year : Nil.

5.1.4. *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 faculty members are highly qualified and most of them are NET/SLET passed, the faculty members are used to orient students

about the school teaching job in course of discussion in the classroom. The faculty members also give guidance about SLET, NET, TET and Competitive examinations. The college organizes the guest lectures for the guidance of UPSC and MPSC competitive exams. Given below are the number of students who cleared SLET / NET examination.

Examination	Year	Number of Students qualified in Examination	Number of Students Appointed
NET/SET	2012-13	01	00

5.1.5. *What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years?*

The faculty motivates the students to go for further studies keeping with them the spirit of continuous and lifelong education of teachers. The institution provides assistance to students in their academic pursuits. Facilities for computer education, preparation and use of PowerPoint, presentation using LCD, etc. the way for their development. The well-equipped laboratories like computer lab, science and technology lab and psychology lab, etc. are highly beneficial to the students in their future accomplishments. Following is the Percentage of students going for further studies/choosing teaching as a career.

Year	Percentage of students going for further studies	Percentage of students choosing teaching as a career	Other
2014-2015	10 %	10 %	10 %
2013-2014	15 %	15 %	10 %

5.1.6.   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 trainee-teachers after graduating from the in stitution? If yes give details on the same.

Library of the college provides all facilities including CD's and e-journals for research needs of the college. The library collection includes Research Journals and periodicals, Education Magazine, News Magazine, e-journals through leading newspapers educational encyclopedias like International Encyclopedia of Education, International Encyclopedia of Educational Technology, International Encyclopedia of Educational

Following are the list of Books, Magazines, Reference Books etc. in the library

Sr. No	Books/Magazines/Journals/ Encyclopedia etc.	Quantity
1.	Total No. Of Books	4000
2.	Total No Titles	150
3.	Research Journals	500
4.	Educational Magazines	05
5.	News Magazines	05
6.	Reference Books	500
7.	Sets of Encyclopedia	09
8.	E-Books (N-LIST/DOAJ)	
9.	e-Journals (N-LIST/DOAJ)	
10.	News Papers	08
11.	Books added – 2012-13	50
12.	Books added – 2013-14	50
13.	Books added – 2014-15	50

5.1.7. **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.**

No, *does not provide service.*

5.1.8. **What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?**

No, placement cell.

5.1.9. **Does the institution have arrangements with practice teaching schools for placement of the trainee-teachers?**

Yes, we contact the principal of different school then we arrange the school for the student. We motivate student teachers.

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

As the institution he sources provided by guiding then according to their ability an interest.

5.2.   STUDENTS SUPPORT

5.2.1. **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?**

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular activities are also mentioned. The following procedure is followed to prepare the plan.

- Feedback from faculty is obtained and analysed noted at the end of the academic year meeting.

- Tentative first term plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting.

- Department wise tentative dates is given to the year's plan department

- Compliance of year's plan is done through discussion with faculty

- Finalization of term plan by IQAC

- Finalization of department wise plan

- Implementation

- Revision if required.

  The copies of prepared plan are circulated to faculty members.

  For every curricular activity, the in-charge professor in collaboration with the faculty develops a plan of evaluation and distributes it to faculty members. Before beginning any curricular activity, the respective in-charge conducts an orientation lecture for teacher trainees on the activities to be done, the duration and the evaluation scheme. For the activities which are conducted in group, the group in charge gives feedback, Changes can be made if required . Co-curricular activities are planned in coordination with curricular activities. The institution provides indoor, outdoor sports equipment to teacher trainees for games. Teacher trainees are motivated to participate in inter collegiate competitions for debates, elocutions, street plays and essay writing. All the curricular, co curricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.

5.2.2.   *How is the curricular planning done differently?*

No, physically challenge students in the institution.

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

The curricular planning is done differently for all students under the able guidance of the principal in view of this the students are being guided and counseled by the experts for these purpose different camps have organized by the institution. Persons with disabilities is given half an hour in the examination to write the papers and in admission as well as in scholarship and exam fees they have been given special privileges.

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

Yes, 1 : 14

5.2.5.   *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 a experienced faculty which is always ready to enhance the quality in teaching, research and extension. Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the changes in the new syllabus or for orienting about a new topic / concept introduced by the university. The faculty contributed

immensely in the preparation of evaluation tools for lesson observation which has proved to be very useful. The faculty members also attend work shops, seminars and conferences for their professional development. These experiences are shared with other faculty members also. Regular use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring. Feedback from teacher trainees' is taken at the end of the academic year.

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

Yes, the institution have its website. It is updated one in a year.

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

Yes, Remedial coaching is provided for weaker students with time table, period, classes and attendance.

System for identifying students

Slow learner   Advance learner

Evaluation

< 40 slow   > 40 Advance learner.

Remedial Coaching

Timetable

Attendance

Course Constance

Period

Extra. Teaching.

2.2.8.   What are the various guidance and counselling services available to the students? Give details.

A guidance cell is formed in the institution to provide the guidance and counselling services to the students in respect of academic and professional growth of trainee-teachers.

5.2.9.   What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Grievance committee as for as evaluation is concerned.

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

The progress of the candidates of different stages of programmes is monitored and advised with the help of various evaluative techniques and tests such as essays, content tests, preliminary exams etc. and conclusions are drown on the basis of their performances in the above mentioned programmes.

5.2.11. 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?

The institution ensure the students competency to begin practice teaching through the micro-teaching skills, unit taking from the schools and after conduction of demonstration lessons by the teachers before the pupil teachers then pupil teachers are allowed to take the practice teaching lessons at their respective schools allotted to them. In this way the supervisor provides the supportive services to the students during practice teaching.

5.3. STUDENT ACTIVITIES

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

Yes, the Alumni Association is yet to register. How ever register to that effect maintain aluminates active part in all activities of the college.

1.   List the current office bearers

2.   Give the year of the last election

3.   List Alumni Association activities of last two years.

4.   Give details of the top ten alumni occupying prominent position.

5.   Give details on the contribution of alumni to the

growth and development of the institution.

5.3.2.   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.

By the following ways, the institute encourages the trainees to participate in extracurricular Activities including sports and games:

1.   By providing extra time for practice. And providing special coaching, guidance by faculty and experts if needed.

2.   Providing equipment required for sport, cultural programme.

3.   Providing funds for competition if required.

4.   Various competitions like racing, shot put, disc throw etc. are held.

5.3.3.   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.

Students are encouraged to develop their creative skill by motivating them to write essays, articles, poems, short-stories etc. Their writings and creative material is displayed on the notice-board. Teacher trainees also decorate the method room with charts, graphs, information about content and display them on wall. Trainees are encouraged to publish their articles and creative writings in local news papers. Teacher trainees are encouraged to write inspiring thoughts for the day on the board daily. They also are encouraged to write articles related to current, global as well as educational issues as wallpapers. Teacher trainees are given an opportunity to present and publish papers in conferences. Their sincere efforts are appreciated and the institution felicitates them as well during the annual prize distribution on farewell.

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

Yes, students consist exist develop their leading qualities.

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

Sports Committee

Academic

1. Working with the community (Social Service) group leaders.
2. Study Groups, like microteaching and other practical activities.
3. Internship Group leader

Administrative
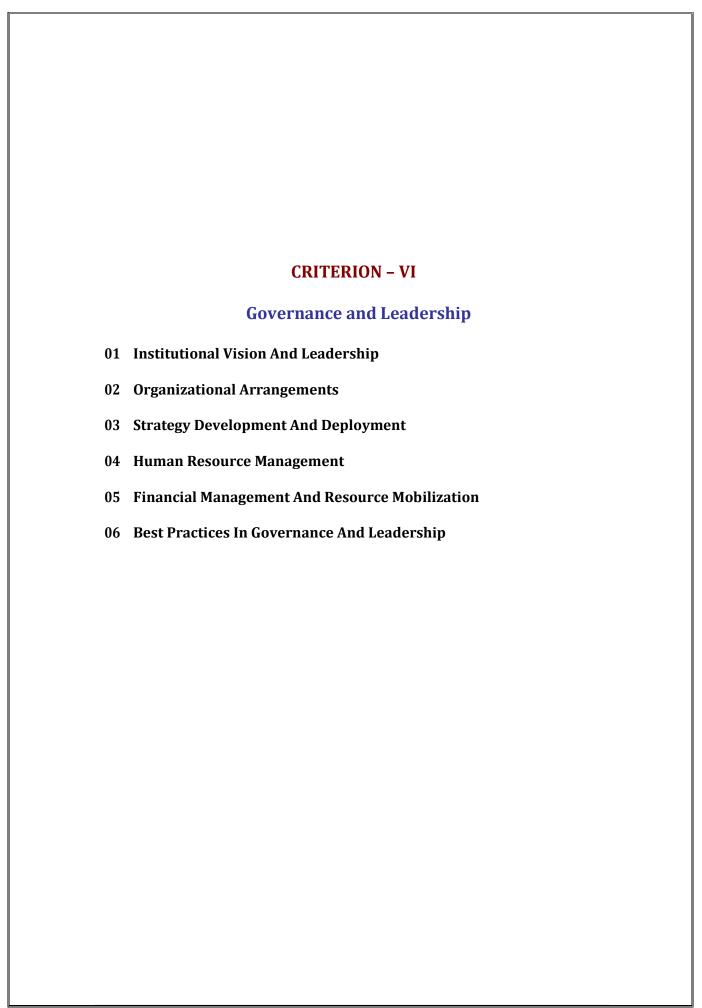
1. The students' council helps in following administrative activities
2. Grievance Redressed
3. Placement cell activities.
4. Extra mural (games and cultural activities.)

5. Alumni association

6. Students Welfare activities.

5.3.6. *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, the institution has mechanism to see and use data and feedback from its teacher trainees to improve the preparation of the progarmme that reflected in written format. Suggestions are invited from the trainees. These suggestions and views are taken into consideration for future activities and programmes. Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program. The management supports the faculty as well as the non teaching faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution.

1. Student Feedback on Faculty and Curriculum

2. Feedback on Practice Teaching by Teacher Educators

3. Feedback on Practice Teaching by Staff of Practice Teaching Schools

CRITERION – VI

Governance and Leadership

01 Institutional Vision And Leadership

02 Organizational Arrangements

03 Strategy Development And Deployment

04 Human Resource Management

05 Financial Management And Resource Mobilization

06 Best Practices In Governance And Leadership

CRITERION – VI

6.1. INSTITUTIONAL VISION AND LEADERSHIP

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

The purpose of the institution is to transform the young generation into responsible, confident professional and self-reliant youth of the country.

Vision:

Mahatma Phule College of Education has always been the centre of excellence by providing world class teacher education to students from all the sections of the society. It is marching ahead to impart quality training with commitment to excellence.

Mission:

- To impart value added education with efficient and competent man-power.

- To generate globally competitive and skill teachers.

- To generate researchers and thorough professionals.

- To meet global challenges.

- To train and equip teachers at all levels.

- To organize advance studies and promote research in Education.

- To inculcate research innovations and research aptitude among prospective Teachers and bring them into the new realm of Education Technology.

- Serving the society by developing potential and efficient Teachers.

Values:

* To provide cultural secular and ethical values and foster in students the spirit of National Integration.

* To achieve the objectives of secularism by promoting literacy and wisdom among students to carry out social services three extensive activities and hence the way for self empowerment and develop dignity of labour.

They made known to the various stakeholders by :

- Organization of counseling sessions for parents along with the trainees.

- Conducting practice teaching in various schools along with various awareness programmes, like local cleanliness, environmental awareness programme, etc.

- Organization of internship programme.

- Visiting special schools, Madrassas and Ashrams.

- Conducting campus interviews.

- Conducting cultural activities and celebrating different special days like Hindi day, Marathwada liberation day, etc.

- By establishing linkages with International, National, Regional, and local Agencies. Via-research and other extension activities.

- Equipping the faculty and the trainees with the modern Information Technology.

6.1.2. *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 of the institution includes its goals and objectives in terms of addressing the needs of society , the students it seek to have their career in the school sector to serve for the development of the society , educational institution's traditions and value orientations . The purpose is to make the trainee-teachers to be responsive to the needs of society for the purpose of serving for society through working in the school sector as the first and foremost formal agency of education reflecting the everlasting traditions and values they will be taught during their training period .

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

Mahatma Phule College of Education was established in 1990. It was established under the auspices of the Ex. Minister Gangadhar Gade, renowned scholar, politician of great integrity, educationist of great foresight and an eminent author of international repute. The college bears testimony to

Ex. Minister Gangadhar Gade foresight and vision in recognizing the need for the college of educating that would focus on training teachers of Marathi, in them the spirit of secularism and national integration.

The management frames the policies and takes the decisions. The board is chaired by Smt. Suryakanta Gangadhar Gade the Vice-President of Dr. Babasaheb Ambedkar Smarak Samiti. The composition of the managing body is as follows :

Name	Designation
Honarable Mr. Gangadhar Sukhadev Gade	Chairman
Shri. Chandrakant Domaji Gawai	Vice-Chairman
Dr. Siddhant Gangadher Gade	Secretary
Shri. Khillare D. S.	Vice-Secretary
Smt. Suryakant Gangadhar Gade	Member
Smt. Bhavana Vitthal Wanjari	Head Master of Nagsen Jr. College & High school
Smt. Ramabai Rambhau Dhakane	Member

Propagation of teacher education focusing on education and training with expansion adhering to the quality of secondary level teacher education being the mission of the management, it holds meetings minimum of four times in an academic session. Discussion on the grievances of the students and staff, financial status and its proper management, staff position and recruitment as per the norms of the NCTE and UGC if requires, academic growth of the institution, smooth functioning of the office, proper organization of the co-curricular activities, discussion on the developmental measures to be undertaken for development of the institution are regarded as the major items of the agenda for the meeting with the management. In addition to this, Staff Academic Committee have the vital role in accelerating different decisions of the management through several meetings in which academic and non-academic matters are discussed in the staff council and the academic

matters are discussed in the academic committee meeting in regular intervals for development of the institution. The various committees formed for smooth functioning of different programmes through the process of the policy of decentralization with distribution of assignments are stated below.

1. Admission Committee,
2. Planning and Academic Committee,
3. Finance and Purchase Committee
4. Examination Committee,
5. Library Advisory Committee,
6. Discipline Committee,
7. Research and Publication Committee,
8. Seminar and Workshop Committee,
9. Grievance Redressal Cell,
10. Women Grievance Redressal Cell,
11. Anti Ragging Squad,
12. Educational Tour and Excursion Committee,
13. Cultural Committee
14. Games & Sports Committee,
15. Distribution of learning resources committee,
16. IQAC (Internal Quality Assurance Cell)
17. Subject committee.
18. Alumni and Placement Committee
19. Extension Services Committee

6.1.4. *How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?*

The principal in consultation with the chairman distributes the workload to each member of the staff keeping in view their strength-weakness predication and potentiality. He ensures that all the staff members work as a team and maintains a harmonious relationship among them that is conductive to the effective functioning of the college. Each faculty is

actively involved in curricular and co-curricular activities according to their potential taste and need. There is internal interaction between principal and staff members in order to sort out daily problems.

The management looks after the working in totality and supplements the financial needs. The day to day functioning of college is looked after by the principal. The Management as the authority and Principal as head of the institution ensures that the responsibilities are defined and communicated to the staff of the institution through the framed committees for routine work two important committees for routine works of every academic session. Through the meeting of the staff council the members of different committees are selected for smooth organization of co-curricular and extracurricular activities along with

curricular transactions of the institution as per its academic calendar. ensuring quality with its expansion in every aspect of the institution the committees like seminar and workshop committees , research and publication committee , grievance redressal cell, IQAC: (Internal Quality Assurance Cell) are functioning actively for the cause of development of the institution. These activities are reported to the management by the principal from time to time in order to keep the management well informed about the role of the staff in the development of the institution.

6.1.5. 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?

The management of the institution through the principal ensures valid information about the activities of the institution through the following ways –

1. Information obtained from the staff council and academic committees meeting proceedings from these committees meeting resolution books,

2. Year wise Annual Report submitted by the principal of the institution,

3. Proceedings of the interactive session of the principal with the students to monitor their learning progress,

4. The synoptic report covering the activities of various committees submitted by the principal to the management on the basis of proceeding of the meetings of the various committees,

5. Any important matter / decision taken for implementation in the information to the Secretary of the institution for information and necessary action.

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

The institution identifies the barriers faced by it in achieving the vision/mission and goals through personal contact and meetings with the members of the teaching and non-teaching staff meet & interaction with the students, community members, alumni and practice teaching schools. In addition to this, in course of discussion in the various meetings, interaction with the students in the interactive and feedback sessions, interaction with the school heads and teachers during the school internship, interaction with the community members in different functions of the institution provides proper ground to the institution authority to address the barriers identified if any in achieving the vision/mission and goals.

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

The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

1. Encourages the faculty for participation in State/ National/ International Seminars/ Workshops / conferences with the presentation of papers.

2. Encourages the members of non-teaching staff including the Librarian for participation in the orientation / training programmes relating to office management and library management.

3. Stress on the purchase of books for ready reference for students and the faculty.

4. Principal monitors the remedial measures undertaken by the faculty members for meeting the learning difficulties of the slow learners.

5. Encourages the faculty to make use of ICT in the day to day teaching learning activities.

6.1.8. *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.*

Principal being the head of the institution plays his leadership role in relation to the governance and management of the above asked aspects in the following ways;

a) Plays his role as an academic leader and a man manager of the institution.

b) Encourages undertaking any initiatives through due consultation with the staff and the management authority through proper discussion.

c) Organizes & monitors any activity or programme through his vigilant look and thorough guidance.

d) Supervises all the academic and official works of the institution.

e) Inspires the faculty members for participation in faculty improvement and research based programmes and motivates the staffs to organize Seminars/workshops/Conferences etc.

f) Takes classes as and when required along with his regular classes allotted in the timetable to know the learning difficulties of the students.

g) Holds "interactive session" and "feedback session" with the students to know their learning progress and obtains feedback accordingly.

h) Inspires students for participation in the literary and cultural activities for development of their innate potentialities, in games & sports for sound health and good physique and participation in the community development programmes apart from the community outreach activities incorporated in the syllabus. Participation in these activities helps the students to become a man of balanced personality development and as a good sociable human beings in future.

i) Plays role of a mediator and coordinator between the Management and Staff in order to ensure transparency in the management of the institution in every respect.

6.2.   ORGANIZATIONAL ARRANGEMENTS

6.2.1.   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?

The different committees constituted by the institution for management of the various institutional activities encompassing curricular, co-curricular, developmental, quality initiatives are given below:

1. Admission Committee,

2. Planning and Academic Committee,

3. Finance and Purchase Committee

4. Examination Committee,

5. Library Advisory Committee,

6. Discipline Committee,

7. Research and Publication Committee,

8. Seminar and Workshop Committee,

9. Grievance Redressal Cell,

10. Women Grievance Redressal Cell,

11. Anti Ragging Squad,

12. Educational Tour and Excursion Committee,

13. Cultural Committee

14. Games & Sports Committee,

15. Distribution of learning resources committee,

16. IQAC (Internal Quality Assurance Cell) etc.

17. Subject committee.

18. Alumni and Placement Committee

19. Extension Services Committee

The meetings of these committees are held as and when required to meet the purposes that requires fulfillment. Each committee has a coordinator and members, meetings are conducted by respective coordinators before initiation of each activity for smooth functioning.

The following table gives a detailed account of the meetings held and the decision taken in the same for the various committees.

Sr. No.	Name of Committee	Name of The Coordinator	Members	Meetings Held	Decisions taken in the meeting
I	Admission Committee	DAA	All teachers	3	➤ Downloading the admission process proforma ➤ Formatting of different committees during the admission ➤ Downloading of list of allotted students during admission rounds ➤ Verification of original documents and admitting the students ➤ Guidance and counselling regarding filling up the admission forms
II	Planning and Academic Committee	DAA	All Teacher	2	➤ Planning for the academic calendar for the first session ➤ Planning for the academic calendar for the second session ➤ Making the necessary changes (if required in the academic calendar)
III	Finance and Purchase Committee	DAA	All Teacher Staff.	2	➤ Preparing the budget for academic year ➤ Planning for the requirements from ICT, Science Lab, Psychology Lab, teaching aids etc ➤ Planning for the maintenance of infrastructural facilities ➤ Library software to be purchased ➤ Books and teaching aids shouldbepurchased ➤ Computer Accessories like printer, scanner, pen drive, etc
IV	Examination Committee	GBA	All Teacher Staff.	4	➤ Provisioninthetimetableforspecialguidancesessionsforpreparingteachertraineesforcompletesyllabusbasedexam. ➤ Preparationanddisplayof timetable for examination. ➤ Planningforseatingarrangement.Placingrollnos.ondeskandonblackboard. ➤ Instructions to all teacher trainees regardingmaintainingdisciplineduringexam. ➤ Supervisorstimetableforbothinternalexam. ➤ Meetingofpeonstoassigndutiesrelatedtoexam. ➤ Instruction to the teacher traineesregardingpreparationofcontent testinsecondterm. ➤ reparationofdisplayofcontenttesttimetableanditssupervision. ➤ Instructions to the teachers for preparation of question paper of the content test. ➤ Invigilation of the content test. ➤ Toarrange practice teaching programme and observation activity in proper format as set out by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad University ➤ Todecidesubskillsofobservation,

					- Toconsidertimeandweightage. - Itwasdecidedtoplanthetutorials,termandprelim sprogramme - Thescheduletobeprovidedtototheteachertrainees andteachereducators. Thefollowuptobetakenforthewholeprogramm e.
V	Library Committee	GBA	All Teacher Staff.	2	- Booksonchangedsyllabustobepurchasedon priority,copiesofmostdemandedbookstobei ncrease. - Subscription of National and International periodical journal. - Digitalization of library. - No.ofresearchmethodologybooksinEnglish aretobe purchased. - Decisionregardingpurchaseoflibrarysoftwa reshouldbetakenattheearliest. - Discussion Regarding purchase of books periodicals, etc. - Decisionregardingadministrativeissueslikel ibrarytiming, disciplineoftheteachertrainee, repairworkinthelibrary. - Reviewoflibrarypurchaseandthebudgetallo cation. - Reviewregardingteachertraineedemands,p roblems,inallmeetingsanditssolutions.
VI	Discipline Committee	ISS	All Teacher	2	- Maintaining the discipline in the college building - Monitoring the students to maintain the college decorum
VII	Research and Publication Committee	ISS	All Teacher	2	- Motivating the staff for research work - Maintain the staff profile along with their papers published and presented - Planning for a research magazine to be sponsored by the college - Planning for a annual college magazine - Monitoring the UGC/University sponsored minor and major projects notification
VIII	Seminar and Workshop Committee	ISS	All Teacher	2	- Planning for the schedules of lesson planning, teaching aids, ICT, drawing, craft, SUPW & evaluation workshop. - Discussions regarding the seating arrangements for the workshop, - Discussions regarding the content of the sessions in the workshops , - Planning for the format for submission of the workshop reports. - Monitoring the UGC/University sponsored workshop/conference / seminars
IX	Grievance and redressal Cell	GBA	All Teacher	2	Addressing the grievances from faculty / students

X	Internal Complain Commitee	PAS	All Teach.		➤ Addressing the grievances from the female faculty and trainees ➤ Providing protection and security to female faculty and trainees
XI	Anti-ragging Committee	PAS	All Teach.	2	➤ Addressing the ragging grievances ➤ Taking action against the guilty ➤ Providing protection and security to all the trainees
XII	Educational tour and excursion Committee	PAS	All Teach.	2	➤ Planning for the educational tour ➤ Planning for the excursions related to different practicum ➤ Maintenance of budget ➤ Maintenance of records
XIII	Cultural Committee	KSK	All. Teach.	2	➤ Planning and organizing the guidance session ➤ Planning and conducting cultural programmes on various occasions ➤ Motivating the students to participate in different cultural programmes
XIV	Games and Sports Committee	KSK	All Teach.	2	➤ Planning two days sports activities (indoor and outdoor games) ➤ Motivating the students to participate in inter collegiate sports competition
XV	Distribution of learning resources Committee	KSK	All Teach.	3	➤ Maintaining the learning resources of the college ➤ Providing the students with learning resources like science material / LCD / maps / charts / specimens etc
XVI	IQAC	GBA	All Teach.	2	➤ Planning for the activities to be held ➤ Maintaining record and units of the meetings ➤ Organizing programmes and activities other than the curricular activities ➤ Preparing AQAR report annually ➤ Analyzing the activities organized in the college ➤ Organizing various committee and extension services committees ➤ Motivating the faculty for research work ➤ Planning for digitalization of library ➤ Maintaining the quality and excellence ➤ Planning for the feedback of various activities conducted
XVII	Alumni and Placement Committee	VAP	All Teach.	2	➤ To arrange Alumni get together and to collect data of all in proper format. ➤ To run placement service more effectively. ➤ Tointeractandshareinnovativeideaswithpresentteachertraineeandfaculty.
XVIII	Extension	VAP	All Teach.	2	➤ Organizes committee awareness programmes ➤ Organize the working with community activity ➤ Conducting various environmental awareness programmes

					➤ Teacher trainees will be divided into groups. ➤ Decisionwastakenregardinginstructionstobeg iventotheteachertrainees. ➤ Equal distribution of teacher trainees in each group. ➤ Professors will help the teacher trainees to survey the village during the working with committee.
XIX	Subject Committee	VAP	All teach ers	4	➤ Planning for units to be taught, ➤ Discussion of the practical regarding the subject, ➤ Discussion regarding the question papers for tutorials, ➤ Discussion regarding the syllabus progression. ➤ Discussion regarding the question papers for prelims exams.

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution

The academic and administrative bodies of the institution refer to the managements, staff, Academic Committee, Examination Committee, Grievance Redressal Cell, Purchase Committee, Library Advisory Committee etc. are formed with the representation of both the teaching and non-teaching staff, managements, student council along with the principal of the institution. Every committee is constituted with the chairman followed by its members and the convener being true representative in nature from the structure of organization.

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

The administration of the institution is decentralized, the structure of decentralization is given below in sequential order

ORGANIZATIONAL STRUCTURE

Management

Principal

Teaching Staff

Coordinators of Various committees

Administration of various activities

The organizational structure built up can be better understood as follows :

Permission of the proposals / initiatives / developmental plan perspectives from The Principal of the institution being the convener of the Management.

Discussion of the proposals / initiatives / developmental plan perspectives in the staff meeting for overall view and feasibility for implementation from the stand point of utilization of resources (human / physical / financial).

Full-fledged discussion of the proposals / initiatives / developmental plan perspectives in the meetings of the respective committees

Authorization to the convener of the concerned committee relating to the discussed matter in consultation with the principal of the institution.

Discussion on the decision taken on any proposal / initiative /

developmental plan perspective in the concerned committee in the staff meeting for approval of the authority through the principal.

Decision passed to the Principal of the institution in consultation with the coordinators for implementation of the initiative / proposal / developmental plan for implementation.

This sequence of proceeding in taking decision for implementation of any proposal /initiative in the institution indicates the true decentralization of the administration in its Structural standpoint. From the functional standpoint of the decentralization of administration, all the initiatives or proposals are carried out through the involvement of all as per their position in the institution with the distribution of assignment discussed in the concerned committee and then placed in the staff for approval with the consent of all. After that the decision of the staff is sent to the management by the principal for information and necessary action in case of administrative bearing of the decision. In case of academic matters, the academic committee headed by the principal is empowered to take final decision with informing the matter to the management if feels its necessity.

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

The institution in collaboration with many local schools of the city and conducts the community outreach activities for partial fulfillment of the requirements of the B. Ed Programme neighboring rural areas and community based awareness programmes as extension activities beyond the B. Ed Curriculum. The institution collaborates with the schools for internship programme conducted by the students in the schools by keeping and maintaining healthy support with the school authorities. In addition to this, the institution also collaborates with the members of the Board of Studies (BOS) ,Dr. Babasaheb Ambedkar Marathwada University, Aurangabad University, execution, supervision, follow-up etc. regarding any programme relating to academic development of the students and professional development of the faculty members of the institution.

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

The institution uses the various data and information obtained from the feedback indecision-making and performance improvement in the following ways.

a) Information with feedback obtained from the students through and "feedback sessions "relating to the academic transaction and practice teaching,

b) Information obtained from the school heads where the trainee-teachers are engaged for their internship and practice teaching work

c) Supervision of classroom teaching of faculty members by principal of the institution

d) Supervision of the class room performance of the faculty member by the external expert and the principal jointly.

e) Information with feedback received from the inspecting officers who visit to our institution,

f) Feedback obtained from the members of both the teaching and non-teaching staff

g) Information given by the external examiners appointed by the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad University, Aurangabad, who come to our institution for conduction of university practicum examination.

h) Information given by the educationist member of the management and educationally interested persons of the community, provides guidelines in decision – making and performance improvement of the institution. It results in the development and betterment of the students, teachers, non-teaching staff etc.

6.2.6.   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)

The institution initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty through the following ways:

- Staff academy – Before commencement of the session every faculty does a presentation by using innovative methods of teaching on topic of its interest which is attended by our faculty members. After presentation frequent discussion takes place among the faculty members.

- Equal work distribution policy.

- Organization of seminars, workshops and conferences for sharing of knowledge and innovations.

6.2.7.   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 a conducive environment).

Organization of community outreach activities as per the syllabus, community based awareness programmes, Blood Donation Camp, Health Orientation Programme, Organization and Participation in the seminars, workshops, conferences, participation in the research based workshops, orientation and refresher courses, acting as judges in various cultural and

literary activities in the institution and in the community, participation in the cultural programmes of the internship conducted schools, annual sports meet etc. are considered as the institution's initiatives in promoting co-operation, sharing knowledge, innovations and empowerment of the faculty.

6.3.   STRATEGY DEVELOPMENT AND DEPLOYMENT:

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

The institution has an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution. This is done through the information of the members of both the teaching and non-teaching staff, proceedings of the meetings of the staff, academic committee and other committees, website of the institution being functional in nature, office records, log book maintained by the principal, maintenance of Information – cum- Bulletin Board, academic performance records and performance in co-curricular activities records etc.

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

The institution allocates financial resources through the preparation of budget focusing on the immediate requirements of the institution as per

the NCTE norms from time to time. It appoints human resources as the teaching and non teaching staff as per the requirements. The financial resources are utilized through proper need assessment followed by the meeting of the management, staff council, academic committee etc. focusing on the staff salary, building maintenance , library books, journals, magazines, periodicals, maintenance of laboratories with equipment, basic requirement of the trainee-teachers, organization of faculty improvement programme, organization of co-curricular activities etc.

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

The institution runs grant-in-aid and non-grant courses. The grant-in-aid course includes B.Ed. (Marathi medium 100 seats), the non-grant courses like B.Ed. and M.Ed. (50 seats) are run under the self-finance. The institution collects the fees from the students and fulfills all the requirements for the same has received permanent affiliation from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

6.3.4. *Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?*

Academic plan of the institution is developed through discussion in the academic committee, staff meetings and is approved by the Principal of the institution as the Executive head of the Management. While preparing

the academic plan, the top most priority is given to the suitable period for the school and of the institution to conduct the school internship. As a result, the students will not suffer from the task of course completion and also the schools' incompletion of their courses. However, the following procedures are adopted while developing the academic plan for an academic session through involvement of practice teaching school teachers, faculty and administrators in the planning process.

It can be understood as follows:

- In the beginning of every academic year, the principal of the institution of academic organizes a meeting for the planning and preparation of the academic calendar.

- First the syllabus given by the University and the norms laid down by the NCTE are taken into consideration. Accordingly, proper weight age and periods are allotted to theory courses and practical work such as micro teaching, bridge lessons, practice lessons, ICT workshop, Internship programme, social service scheme, co-curricular activities and course related practical works.

- The practice lesson and internship department organize the meetings of head master and teachers of the concerned schools where the convenient dates for lessons are finalized. This plan is submitted to the coordinator for further procedure.

- In the 'Annual Plan' meeting with the faculty and principal, the coordinator integrates all the given plans. The principal in coordination with the IQAC finally approves this annual plan which is then ready for implementation. The annual plan is thus developed in a democratic and decentralized manner.

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

The individual employee's contributions in relation to the fulfillment of the objectives for institutional development are assured in the following ways

- Distribution of assignments to the teaching staff with the formation of committees in the staff council meeting,

- Distribution of classes along with the subject papers focusing on the areas of interest and specialization leading to the preparation of time table,

- Maintenance of records of taking classes by the faculty members through preparation of teachers' journal and year wise performance appraisal report by the faculty members.

- Record of the significant performance of the members of the teaching and non teaching staff in an academic session in the Annual Report of the institution.

- Submission of the annual report to the management with highlighting the activities performed by both the members of teaching staff and non-teaching staff- participation in and presentation of papers in the seminars / workshops / conferences,

- participation in the training / orientation programme, performance in the organization of games and sports , cultural programmes , extracurricular activities, community based activities etc.

- Meetings of non-teaching staff to distribute the nature of work and areas of cleanliness.

- The office appoints cleanliness in-charge to keep vigilance regarding the cleanliness of the campus

6.3.6. *How and with what frequency are the visions, mission and implementation plans monitored, evaluated and revised?*

The vision, mission and implementation plans are monitored, assessed and revised properly in the following manner –

- Focusing and monitoring the active participation of the students in teaching- learning process,

- Stress on the micro-teaching skills development in every student teacher of the institution

- Supervision of the teaching-learning transaction process along with the organization of the co-curricular and extracurricular activities by the head of the institution

- Inspiring and sparing the faculty members for participation in the seminars/conferences / workshops with the presentation of the papers,

- Interaction with the students by the principal in regular intervals to know their learning progress and learning difficulties and others,

- Sending faculty and non-teaching staff for attending use of technology related programmes organized by various educational agencies.

- Facilitating the faculty to use technology in the form of using the O.H.P, PowerPoint Presentation in their teaching, Computer Laboratories when requires.

- Focus on the use of technology both for the teaching and non teaching staff for systematization of the teaching-learning transaction, systematic organization of various activities and systematic and smooth management of the office.

- Facility to the students for the use of Computer Laboratories for fulfilment of their learning requirements.

- Inspiring and facilitating the students for presentation of papers in the seminars/workshops /conferences through the use of LCD projector.

- Internet facility in computer lab., office, each staff room with all the computer accessories required,

- Teachers provide web addresses to the students to download the learning material for study.

Our future plans for the use of new technology in the T-L Process:

    a) Digitalization of library,

    b) Fixing LCD in each class rooms,

6.4. HUMAN RESOURCE MANAGEMENT

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

The Institution, Management and Principal have always given priority to training and orienting the staff, and take all necessary efforts to keep the faculty updated, efficient and modernized and encourage them in their professional growth. Teachers are motivated in every meeting by the Principal to attend UGC sponsored refresher courses and orientation courses conducted by the Academic staff colleges to ensure Human Resource Development and Total quality management. When there are

revisions in the B.Ed. curriculum, teachers are directed to attend orientation programmes/ seminars to update and upgrade their knowledge.

6.4.2. 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?

The college has adequate mechanism for performance assessment of faculty and staff. The institution has an effective mechanism to use student feedback for quality enhancement. The students' feedback on teachers, courses, institution, etc are collected at the end of each academic year. A special committee of the management evaluates the performance of teachers periodically. Once in a year each faculty prepares and submits the self-appraisal report. The institution uses the evaluations to improve teaching, research and service of the faculty and other staff. Personal interaction of the management committee for promotion, is an example of performance assessment. For promotion, the committee verifies all the records pertaining to age, qualifications and service details of the teacher such as service books, self appraisal report for the last three years, teachers diary, work book, etc. The principal of the college and one member nominated by the appointing authority from among the Principals, Heads of Departments and Professors of other colleges constitute the screening committee. The principal frequently conducts supervision of the lectures. The institution is constantly motivating

teachers to take up research in Education. The thrust areas of research prioritized by the institution are Teacher education, Educational Psychology, Educational Technology etc. Work allocation is done at the beginning of the academic year. The college has an in-built mechanism to check the work efficiency of the Non-teaching staff. All the official communications are countersigned by the principal. The senior clerks check the works of juniors before the final papers are sent for approval by the authority. Frequent meetings are convened by the principal to make an appraisal of the work done in the office by the members of the Non-teaching staff. Internal academic auditing is being conducted by the principal and the members of the management to check the smooth functioning of the college. Beside that the feedback regarding the syllabus and the activities is taken by the principal. During the tenure of the final examinations conducted by the university, feedback is sought from the external chairman appointed by the university. Twice in a year, feedback from the headmasters and teachers of practicing schools is taken and their suggestions are implemented for further improvement.

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

The programmes and strategies adopted by the institution satisfy the needs of the faculty. The college has welfare programmes such as provision of loan facilities, credit society to both teaching and non teaching staff.

6.4.4. 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.

Teachers are involved in a variety of quality based activities directed towards the improvement of teaching and learning process. For academic excellence as well as professional enrichment, the institution conducts institutional level workshops. In an evolving knowledge society, constant updating of theory and practice of teacher education is a pre-requisite to improve the quality and in the university News.

6.4.5. 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.)?

Institute is non grant and hence service conditions, recruitments and salary structure are followed as per the norms of given by NCTE, UGC and University.

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

For appointing part time /adhoc faculty we normally invite applications by advertising the posts in English/Marathi and Urdu Newspapers. No relaxation is given in the minimum educational qualifications to part time/ adhoc faculty.

6.4.7.   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).

1) Remedial teaching for learning disabled children
2) Guidance and Counseling
3) NET/SET Guidance
4) Placement services etc.

Our institution has linkage with a number of international, national and regional agencies of academic and professional interest. Beside international and national linkages, the college has strong linkages with local schools of various cities of Maharashtra.

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

We provide staff rooms that are well lighted, well ventilated and which have all basic amenities like lockers, cupboards, water cooler, computers with high speed internet connections, printers etc. The facilities provided to the staff include parking facility for vehicles, telephone facility, refreshment facility, drinking water facility, etc. The college has instructional infrastructure like Library, Language Lab, Psychology Lab, Computer Lab, Technology lab, Career placement cell and guidance and Counseling centre. The College has a spacious and well equipped library with many International and National Journals, Magazines, advanced books, encyclopedia, periodicals, etc. Besides it, the

institution has a seminar hall, guidance room, work experience section, sports room Gym and a stadium for outdoor games.

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

Faculty and other stakeholders can seek information through various means such as college website, Alumni News letter, notices issued from the college office, etc. The grievance redressal cell for faculty is also functioning in the college. It takes necessary action for redressing the grievances noted by the faculty. The grievance redressal cell comprises the Principal and one nominee of the management. The Women Grievance cell also addresses the problem of women faculties and girl students. The College conducts two counselling session at the beginning of the academic year, organizes two meetings of parents teacher association in order to address any problems faced by the trainee during the training. Before and after the final viva-voce and practical examination meetings of the faculty and the examiners and chairman are arranged in order to plan,

organize and seek feedback.

6.4.10. *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.*

As for Government Rules.

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

The Head of the institution is always eager to appreciate the work done by the members of the teaching and Non-teaching staff. The words of

appreciation themselves area great factor of motivation which in turn will yield more fruits in future. The Principal also gives confidential reports to the management regarding the work efficiency of the faculty. We conduct special meetings to congratulate the faculty when they publish books.

6.5. FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1.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

No, the Institution dos not get financial support for the government. Tuition fees and scholarship is financial support.

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

NIL

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

The operational budget of the institution is adequate to cover the day-to-day expenses.

Balance Sheet for B.Ed. College

Head	2012-2013		2013-2014		2014-2015	
	Estimate	Actual	Estimate	Actual	Estimate	Actual
Salaries & Allowances	20000000	1234000.00	17000000	1047500.00	26500000	1093000.00
Printing & Stationery	25000	500.00	200000	3043.00	230000	0.00
Affiliation Fees	45000	50000.00	16000	51000.00	40000	40000.00
Building Rent`	1037160	540000.00	1037160	240000.00	1037160	240000.00
University Fees	25000	81355.00	48000	39555.00	40000	6140.00
University forms	24000	147.00	30000	64236.00	12000	103811.00
Depriciation @ 10%	--	31113.00	27000	28001.70	35000	27005.22
Audit Fees	15000	13500	15000	--	17000	--
To excess of income over expenditure	--	885769.00	3000	170.00	--	--
T O T A L :	21460910	2855055.00	18711960	1485505.70	28326660	1509996.22

Balance Sheet for M.Ed. College

Head	2012-2013		2013-2014		2014-2015	
	Estimate	Actual	Estimate	Actual	Estimate	Actual
Salaries & Allowances	20000000	912000.00	17000000	836000.00	26500000	699200.00
Printing & Stationery	25000	500.00	200000	3043.00	230000	0.00
Affiliation Fees	45000	25000.00	16000	35000.00	40000	25000.00
Building Rent`	1037160	480000.00	1037160	240000.00	1037160	240000.00
University Fees	25000	44410.00	48000	31444.00	40000	46025.00
University forms	24000	12130.00	30000	8090.00	12000	5565.00
Depriciation @ 10%	--	776.00	27000	698.00	35000	628.60
To excess of income over expenditure	--	885769.00	3000	170.00	--	--
T O T A L :		2132969.00		1302149.00		1016418.00

6.5.4. 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) : NA

6.5.5.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 par as, objections raised and dropped).

The accounts are audited regularly. To monitor the financial expenditure, the college has an internal auditing system by the management and an external audit by the Government. Every year the college accounts are audited by government and management auditors. There is transparency in all transactions of the college. In finance management computerization is used. Salary bills are prepared on computers.
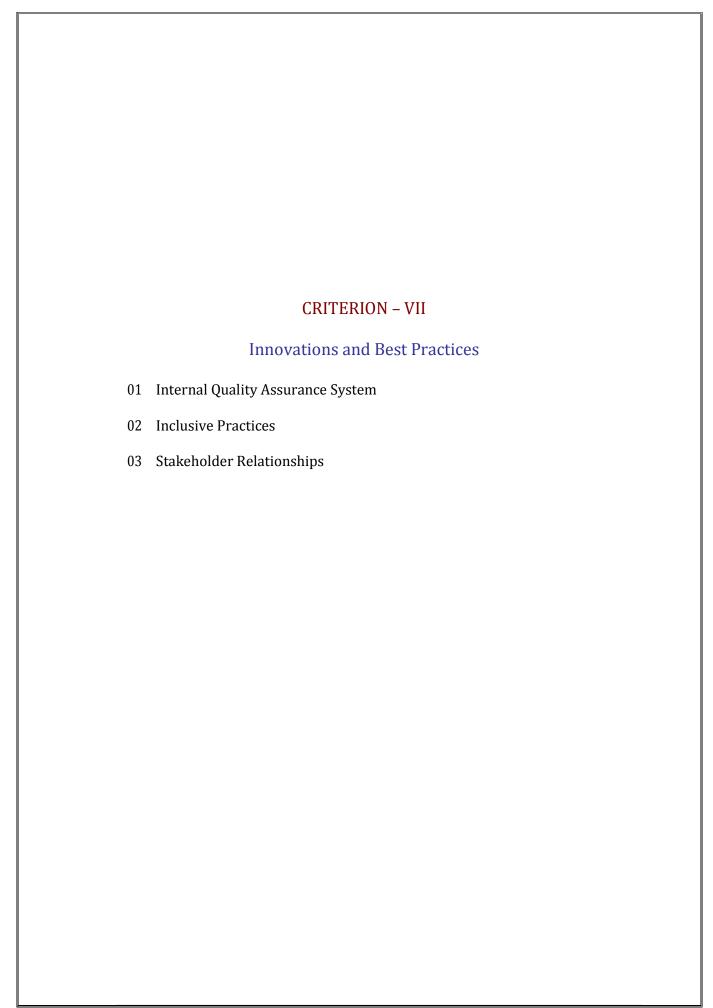
6.5.6.   Has the institution computerized its finance management systems? If yes, give details.

The institution finance management system is partially computerized. The online salary disbursement is done to the faculty every month.

6.6.   BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

1.   Account ability.

2.   Consultancy

3.   Delegation

4.   Deceltranization.

Above said system are base on democratic principal.

CRITERION – VII

Innovations and Best Practices

01   Internal Quality Assurance System

02   Inclusive Practices

03   Stakeholder Relationships

CRITERION - VII

INNOVATIVE PRACTICES IN INTERNAL QUALITY ASSURANCE SYSTEM

7.1. INTERNAL QUALITY ASSURANCE SYSTEM

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

Yes, the institution established the Internal Quality Assurance Cell (IQAC) on 20th August 2014. Our institution Mahatma Phule College of Education aims to provide quality training with commitment to excellence. The college works hard to impart value based education with efficient and competent faculty, excellent infrastructure and innovation in teacher training and research programmes in order to generate globally competitive and skilled teachers, researchers and thorough professionals.

The composition of IQAC is as follows:

Chairman (Principal)	:	Dr. M. R. Gawai
Senior Administrative Officers	:	Smt. Suryakanta Gade
Faculty Member	:	1) Dr. S.G. Gade
		2) Dr. A. D. Palshikar
		3) Dr. S. D. Khillare
		4) Prof. A. A. Dahije
		5) Prof. B. A. Gawai
		6) Prof. S. S. Ingle
		7) Prof. S. K. Kharat
		8) Prof. A. P. Vakte

Members of Management:		Smt. Bhawana Wanjari
Nominee of the Society	:	Smt. Suryakanta Gade
Coordinator	:	Dr. S. G. Gade
Secretary	:	Dr. S. G. Gade

The major activities of the IQAC of this college are as follows:-

The institution is a teacher training institute affiliated to Dr. Babasaheb Ambedkar Marathwada University Aurangabad. The motto of the college is

"Quality Training and Commitment to Excellence". The syllabus framed by University is followed and all the curricular and co-curricular activities are planned according to the syllabus. On the first day of new academic year staff meeting is held in which the work load is distributed among the faculty. Also in-charges for each activity are assigned from the faculty. Each in-charge plans the activities under the guidance of IQAC. Micro-teaching and practice teaching for method A and B and their planning and internship program is properly planned and effectively executed by the faculty. All other activities such as internal examinations, Social Service (SS), Psychology Experiments are also effectively planned and executed under the guidance of IQAC. The IQAC meetings are held frequently and discuss the quality enhancement programmes of the college and evaluate the functioning of various committees and activities. It suggests measures for the improvement of research, publication, teaching-learning process, evaluation methods, infrastructure, student support services such as guidance and counselling, placement, extension and community services, faculty

improvement programmes, etc. For the effective monitoring of these services the IQAC has constituted various committees for different activities.

The Internal Quality Assurance Cell is committed to the multi-dimensional development of the institution with respect to quality teacher education programme.

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

The evaluation mechanism of the institution for evaluation of the goals and the objectives are as follows:

- The final results are scrutinized and the number of successful candidates and failures are analyzed division wise and course wise (B.Ed. & M.Ed.) with the highest and the lowest scores achieved in the university exams.

- Every activity is evaluated and its evaluation is decided from initiation of the activity; for e.g. microteaching, weekly tutorials and class tests by teachers after completion of a particular chapter.

- The students' internship at schools is evaluated by using an Evaluation Proforma prepared by the institution.

- Students' progress is tested and evaluated through regular tests assignments and seminars.

- The Micro-teaching, demonstration of lessons by eminent teachers, internship programmes etc. are some of the programmes for ensuring the competencies of the teacher trainees.

- The opinion and feedback regarding the teaching and administration of courses are collected from the teacher trainees at the end of the year.

- Based on these, suggestions for improvement and enhancement of qualityare given by the principal from time to time.

- Frequent meetings and discussions are held about the planning and implementation of various activities. 4 meetings of IQAC members are conducted to monitor the teaching and learning processes.

- Awareness of faculty development programs held in institutions/outside the institutions is provided through notices.

- Teachers attend Orientation and Refresher Courses conducted by the university. It is helpful to teachers for enriching their subject knowledge and upgrading their professional skills.

- The Institution Academic Body and the Management's Administrative body critically analyze the efforts of the staff and evaluate the achievement of goals and objectives in terms of academic results of students and also the training of well-qualified students to serve society.

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

The institution ensures the quality of its academic programs through the faculty in the IQAC meetings. In addition to this, positive suggestions given by the students are reflected upon by the faculty and necessary changes are made in the curriculum transaction. In this way, the institution ensures the quality of academic programs.

The institution also ensures the quality of its academic programme by providing the needed resources; human resources, infrastructural and technical facilities. To ensure the academic quality, the management of the college is very particular in appointing qualified and committed teachers. The management encourages the faculty to participate in quality improvement programmes such conferences,

orientation programmes, refresher courses, International, National and State level seminars/conferences/workshops. Every year the college provides coaching classes for students preparing for NET, SET and other competitive exams.

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

The college prepares the annual budget and it is discussed and ratified by the management committee. In the college office there is a Junior Superintendent and Head Accountant to look after the financial matters. All accounts are kept by them. ICT is effectively used in financial management. Students' scholarships are applied and disbursed on time. Salary of the teaching and non-teaching staff is done through bank accounts. The college office is well equipped with computers, printers, scanner, fax machine, etc. which are solely used for the office work. A broadband internet connection is also provided in the college office. Proper audits are done from time to time. All financial dealings are strictly based on the government norms, rules and regulations. The financial management processes and dealings kept transparent.

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

The committees that have been constituted for the smooth functioning of the institution and to report about the details of the activities conducted to the Principal. The teacher educators and the teacher trainees who involved in the activities are given feedback. The IQAC also assesses the activities undertaken

and provides suggestions if necessary. The good practices are brought to the notice of the faculty members and are discussed in the faculty meetings. The report of all the good practices is brought to the notice of management.

7.2. INCLUSIVE PRACTICES:

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

The topic of Inclusive Education has been included in the revised curriculum of M.Ed. level it is included in core paper i.e. Learner and Learning process as well as elective paper Special Education. The teacher educator who teaches the above topics ensures that trainee-teachers are sensitized to inclusive practices through discussions of the basic topics. The college offers SPECIAL EDUCATION as an elective paper for M.Ed. Visits are arranged to special schools and institutions for the mentally challenged, etc. as part of the practical part of the curriculum. B.Ed. curriculum is also focused on understanding the role of diversity and equity in teaching learning process which unit laid the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practical, practice teaching lessons, internship and social work activities are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process. Practice teaching as well as internship program gives trainee teachers an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom. While teaching, they find out the diversity in the classroom and try to create equity through the teaching learning process.

7.2.2. ***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?***

The institution takes care of the teacher trainees with diverse learning needs such as gifted teacher trainees, academically weak teacher trainees, physically challenged teacher trainees, socially and economically backward teacher trainees and the rural and tribal teacher trainees by using the following strategies as per the learner's needs. One of the faculty members completed a

UGC Major Research Project on development of teaching programme for dyslexic children and wrote a book on "Yes I Can Read N Write".

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators. They are given the responsibility of planning and execution of programs and co-curricular activities in the institution such as the counseling for preparation for NET/SET and other competitive exams (according to the caliber of the students in academics).

Academically weak teacher trainees: Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified; their problems are diagnosed and solved by the teacher-educator or the principal according to the nature of the problem. These students are given special counseling for academics. They are guided on how to respond suitably to the demand of the question. They are assigned home exercises and previous question papers for additional practice.

Disabled teacher trainees: For the visually impaired teacher trainees, writers are made available during the examination. Physically handicapped trainees are provided special seating arrangements. Assistance of peer group members and teacher educators is provided for blackboard writing or demonstration.

Equality of gender: Equality of gender is observed as this is a co-educational institution. Equal opportunity is given to the students of both the sexes to participate in the college activities according to their abilities.

Economically and socially deprived- Students who are economically and socially deprived are allowed to pay fees in installments in case they are not eligible for any scholarships. The faculty members help the students who are from rural and tribal areas to adapt to the college atmosphere. All the deserving students are helped to attain different types of scholarships and fee concessions like minority scholarship, SC/ST scholarship, GOI scholarship, post metric scholarship, scholarships from various centre and state governing bodies.

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

In B.Ed. and M.Ed. syllabus, some subjects are especially devoted to education of exceptional children, women education, and socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning. Through it awareness is created about the diversity in the Indian society and students. The teacher trainees have further opportunities when they conduct practice lessons.

7.2.4.   *How does the institution ensure that trainee-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?*

The institution provides maximum opportunities to its teacher trainees to have exposure to these diversities. The practice teaching lessons are assigned in different schools having different social strata. The lessons are organized in aided as well as unaided schools and the strata of students enrolled in these schools are also different. When the teacher trainees conduct their lessons in such schools, they get exposure to the student's background, learning motivation, educational facilities and achievement levels of the learners. Thus, the trainees develop a reasonable proficiency to deal with students from diverse background.

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

The institute provides adequate facilities to the physically challenged and differently able students. Every academic year, only two to three physically challenged and differently able teacher trainees are assigned and admitted to the institution.

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

The principle of equality is followed by the institute. Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes. A healthy environment prevails on the campus. Male and female trainees are treated equally and allowed equal opportunities of development and progress. Women Cell is established with Dr. Shaikh Tahemina Naaz as the chairperson.

7.3.   STAKEHOLDER RELATIONSHIP

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

1.   College magazine

2.   Parent meeting.

3.   Suggestion box.

4.   Interaction with institution.

7.3.2. 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?

1.   On line portal.

2.   Massage

3.   Email

4.   Special event.

5.   Print Media

6.   Bulletin Board

7.3.3. 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?

1.   Questioners

2.   Face to face interaction.

3.   Meeting.

4.   Any problem solve.

5.   Quality Improvement.

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