|| SA VIDYA YA VIMUKTAYE ||



MODERN EDUCATION SOCIETY'S Swargiya Chintamani Kondopant Gulavani Educational Campus

COLLEGE OF EDUCATION (B.Ed./M.Ed.) VITA - 415311, SANGLI

(Affiliated to Shivaji University, Kolhapur)

SELF APPRAISAL REPORT for Assessment and Re-accreditation

Submitted to

National Assessment and Accreditation Council, (NAAC), Bangalore – 560072, India.

2014

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SECTION A: INTRODUCTION OUR PARENT INSTITUTION MODERN EDUCATION SOCIETY

Modern Education Society is one of the most prestigious private educational societies in the Sangli District. Our Modern Education Society was established in 1978 with an aim to impart Education to the children of the drought affected area. It was the first to start an English Medium School in Khanapur Taluka, in Sangli District. It started with a small class of twenty students and then slowly flourished with English Medium School, Marathi Medium School, College of Education, and Junior College of Science. Now around three thousand students are studying under one roof of Modern Education Society.

The Former President of our Modern Education Society, Shri Chintamani K. Gulavani was a devoted social worker and a man of vision. He dreamed to bring social reform through Education.

A small seed slowly flourished in a big tree with a full-fledged English Medium School from Nursery to X Std. A Marathi Medium School from Nursery to X Std. A B.Ed. College, a D.Ed. College, M.Ed. College & a Junior College of Science. Since its inception in 1978 the institution has majestically scaled the ladder of success. Since the first batch of our X Standard we have got a record that every year our student has stood first in the centre. Both Marathi Medium school & English Medium School and B.Ed. have kept the record of more that 85% of passing, each year.

Various schemes and plans are executed by the institution for spread of education, uplift of society and inculcation of values.

Vita, a city known all over India for the gold and silver refineries, yet, remained a village for many a years in regards with modern developments, especially, Education. There was not a single English Medium School, not a professional college in Vita. Modern Education Society is the pioneer in the field of Education in Vita in both the regards.

Not only that the institution started the school & the college, but it also created awareness about quality of Education and standard of Education, in the society.

Modern Education Society.Vita. 415311

List of Board of Directors.

Sr.No.	Name	Designation
1.	Shri. V.C. Gulavani	Chairman
2.	Shri. S.C. Shah	Vice Chairman
3.	Dr. Mrs. M.V.Gulavani	Secretary
4.	Shri. V.C. Gulavani	Treasurer
5.	Shri. A.K. Babar	Member
6.	Shri. S.S. Patil	Member
7.	Shri. D.K. Kadam	Member
8	Shri. M.G.Jogad	Member

COLLEGE OF EDUCATION (B.Ed.), VITA, (SANGLI)

"No educational institution can flourish without excellent and dedicated teachers." Under the flagship of the parent institution, Modern Education Society's College of Education, has since its establishment 8 October 1990, fulfilled this need by imparting quality teacher education over the past 24 years and training teachers par excellence.

It is one of the premier and reputed institutions in the field of teacher training in the Shivaji University. High ideal of purity of character, self sacrifice and devotion to service has been the guiding force of this institution.

With the motivation and support of Modern Education Society, College of Education, has become an educational hub offering D.Ed, B.Ed, M.Ed, and DSM courses.

The institution is actively engaged in the pursuit of teaching, research and extension activities.

It has excellent library facilities that are very supportive to the various programs. The college is offering a variety of courses and the intake capacity per course is as follows:

No.	Course	Intake
1.	D.T.Ed.	150
2.	B.Ed.	100
3.	M.Ed.	35
4.	D.S.M.	120

IQAC (INTERNAL QUALITY ASSURANCE CELL)

The institution has constituted the IQAC as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC has become a part of the institution's system and work towards realizing the goals of quality enhancement and sustenance leading towards academic excellence.

The IQAC consists of the following members:

Dr. Mrs Gulavani M.V. Principal	Chairperson
Dr. Mane M.C.	Senior Administrative Officer
Shri Patil S.N.	Teacher Representative
Shri Dashwant P.R.	Teacher Representative
Shri Gulavani Vinod C.	Management Representative
Shri Gulavani Vishram C.	Industrialist Member
Smt. Terdale S.H.	Coordinator
Smt. Yadav M.B.	Asst. Coordinator
Shri Chothe M.P.	Student Representative
Smt. Ratnakar A.A.	Alumni Representative

The IQAC has made a significant and meaningful contribution in the post accreditation phase to enhance quality. The present RAR (Reaccreditation Assessment Report) is indeed the visible effect of the sincere and spontaneous endeavor of the IQAC, the faculty and office staff.

The future plans of our College of Education are as follows

- 1) Certificate Course in Early Child Care & Education
- 2) Certificate Course in Human Rights
- 3) Certificate Course in Child Rights
- 4) Guidance for Competitive Examinations
- 5) Certificate Course in Guidance Counseling
- 6) Certificate Course in Research Methodology
- 7) Linkages and Collaboration with various National and International Institutions.
- 8) Certificate Programme in Counselor Training
- 9) P.G. Programme in Master of Arts(Subject Communication)

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Section B Part I: Institutional Data

A. Profile of the Institution

1. Name and address : Modern Education Society

of the institution: College of Education (B.Ed.), Vita.

Prasad Chitra Mandir Road, Vita,

Tal.Khanapur , Dist. Sangli

Pin :415311

2. Website URL : www.mesvita.org

3. For communication: mesbedvita@gmail.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr.Sou. Megha Vishram Gulavani Head/Principal	02347/272733 02347/273767	02347/ 272733	meghagulavani@yah oo.in
Shri Jadhav R.M. Self - appraisal Co-ordinator	02347/272733 02347/273767	02347/ 272733	rajendra2151mes@g mail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Sou. Megha Vishram Gulavani Head/Principal	02347/272681	9422406287
Shri Jadhav R.M. Self - appraisal Co-ordinator	02342/221795	9422374821

4. Location of the Institution:	
Urban √ Semi-urban	Rural Tribal
Any other (specify and indicate)	
5. Campus area in acres:	3 acres

6. I	s it a	recogn	ized minorit	ty institutio	n?	Yes	No _	√
7.	Date		blishment of a & Year	f the institu	tion:			
		MM	YYYY					
		10	1990					
8.	Univ	ersity/I	Board to wh	ich the inst	itution is at	ffiliated:		
	Shi	ivaji Un	niversity, Ko	olhapur				
9.]	Detai		GC recognionth & Year	tion under	sections 2(f	and 12(I	B) of the UC	iC Act.
		MM	I YYYY					
	2f	-	-					
		Mon	th & Year					
	12B	MM	YYYY					
	12 D	-	-					
10.	П	Гуре of	Institution					
	a	ı. I	By funding	S	Self-finance	ed		$\sqrt{}$
	ł). I	By Gender	(Co-educatio	on		$\sqrt{}$
	C	:. I	By Nature		Affiliated C University	-	•	$\sqrt{}$
11.	Doe	s the U	niversity / S	tate Educa	tion Act ha	ve provisi	on for auton	omy?
	Yes		No					
	If yes, has the institution applied for autonomy?							
	Yes		No	$\sqrt{}$				

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Primary/ Elementary	D.T.Ed.	H.S.C.	Diploma	2 Years	Marathi
ii)	Secondary/ Sr. secondary	B.Ed.	Graduation	Degree	1 Year	Marathi
iii)	Post Graduate	M.Ed.	Post- Graduation	Degree	1 Year	Marathi
iv)	Other (specify)	DSM	In Service	Diploma	1 Year	Marathi

(Additional rows may be inserted as per requirement)

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

Level	Prog/ Course	Order No. & Date	Valid upto	Sanctioned Intake
Primary/ Elementary	D.T.Ed.	i)WRC/2-32/122254/76/ 2005/ 6138-dt.9 August,2005 ii)WRC/5-6/91/2006/c- 12050-dt.5 March,2007 iii)WRC/5-6/91/2006/c- 12051-dt.5 March,2007	-	150
Secondary/ Sr.secondary	B.Ed.	WRC/5-6/59/ 2004/6144/ 17-9-2004	-	100
Post Graduate	M.Ed.	WRC/5-6/95/ 2007/C-14301/ 19-4-2007	-	35
Other (specify)	D.S.M.	-	-	60

(Additional rows may be inserted as per requirement)

B) CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated

VisionYes \sqrt{No} MissionYes \sqrt{No} ValuesYes \sqrt{No} ObjectivesYes \sqrt{No}

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

If yes,

Yes √ No

a) How many programmes?

3

b) Fee charged per programme

M.Ed.-64000/-B.Ed.-40000/-D.Ed.-18000/-D.S.M.-1775/-

3. Are there programmes with semester system

Yes		No	\checkmark
-----	--	----	--------------

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

Yes v	No	
-------	----	--

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



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

Sr.No.	Programme	No. of Methods	Elective Options
1	D.Ed.	07	08
2	B.Ed.	07	05
3	M.Ed. (Full Time)	05	02
4	D.S.M.	-	-

6.	Are there Programmes offered in modular form				
	Yes No √				
	Number -				
7.	Are there Programmes where assessment of teac introduced	chers by the	ne sti	idents h	as be
	Yes No √				
	Number 2				
8.	Are there Programmes with faculty exchange/visit	ing faculty	7		
	Yes √ No -				
	Number 2				
9.	Is there any mechanism to obtain feedback on the	curricular	aspec	ts from	the
	Heads of practice teaching schools	Yes	√	No	
	Academic peers	Yes	1	No	
	• Alumni	Yes	1	No	
	• Students	Yes	1	No	
	19 V 11 V 2 = 1 V			No	1 1
	• Employers	Yes			V
10.			rogra		
10.	• Employers		orogra		
10.	• Employers How long does it take for the institution to introdu		orogra		
	• Employers How long does it take for the institution to introdu existing system?	ce a new p		nmme w	ithin
	 Employers How long does it take for the institution to introdu existing system? Two Years 	ce a new p		nmme w	ithin
	 Employers How long does it take for the institution to introdu existing system? Two Years Has the institution introduced any new courses in 	ce a new p		nmme w	
	• Employers How long does it take for the institution to introduce existing system? Two Years Has the institution introduced any new courses in last three years?	ce a new p		nmme w	ithin

No

Yes

12-a)

Sr. No.	Programme	Revision Years	Syllabus Revised
1	M.Ed.	2012-13	Five Compulsory Papers and two Optional Papers. Sessional Work.
2	B.Ed.	2008-09	All Compulsory Papers. Initiatory School Experience programme Language and Life skill Development Programme Workshop on Constructivism Project related to Community experiences.
3	D.T.Ed.	2005-06	Action Research ICT Paper introduced.
4	D.S.M.	2013-2014	Assignments are changed.

13.	Does the in	stitution deve	lop and deploy acti	on plans for effective implementation
	of the curric	culum?		
	Yes	$\sqrt{}$	No	
14.	Does the in	stitution enco	urage the faculty to	prepare course outlines?
	Yes	$\sqrt{}$	No	

CRITERION II: TEACHING-LEARNING AND EVALUATION

1.	How are students selected for admission into various courses?	
	A) D.T.Ed.Programme	
	a) Merit at the qualifying examination i.e.minimum	
	50% of H.S.C.Examination	
	B) B.Ed.Programme	
	a) Common entrance test conducted by the MVAMSA, Pune	$\sqrt{}$
	b) Merit at the qualifying examination i.e. Minimum 50%f at graduation	$\sqrt{}$
	50% weightage is given to both i.e.CETand marks of Graduation	
	C) M.Ed.Programme	
	a) Common entrance test conducted by the MVAMSA, Pune	V
	b)Merit at the qualifying examination in B.Ed.minimum 50%	
	D)D.S.M.Programme(Y.C.M.O.U. ,Nashik)	
	For Headmaster and experienced teachers	V

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

A)D.T.Ed. Programme (2013-14)

Date of start of the academic year	9 th July	2013
Date of last admission	30 th September	2013
Date of closing of the academic year	9 th June	2014
Total teaching days	180	2013
Total working days	210	2013

B) B.Ed. Programme (2013-14)

Date of start of the academic year	1 st July	2013
Date of last admission	30 th September	2013
Date of closing of the academic year	15 th May	2013
Total teaching days	180	2013
Total working days	210	2013

C) M.Ed. Programme (2013-14)

Date of start of the academic year	1 st July	2013
Date of last admission	30 th September	2013
Date of closing of the academic year	26 th May	2013
Total teaching days	180	2013
Total working days	210	2013

D)D.S.M. Programme (2013-14)

Date of start of the academic year	1 st July	2013
Date of last admission	15 th September	2013
Date of closing of the academic year	13July	2013
Total teaching days	10	
Total working days	210	

3. Total number of students admitted (2013-14)

Drogramma	Numb	Number of students		Reserved			Open		
Programme	M	F	Total	M	F	Total	M	F	Total
D.T.Ed.I	14	32	46	11	20	31	03	12	15
D.T.Ed.II	10	25	35	6	14	20	4	11	15
B.Ed.	30	70	100	14	20	34	16	50	66
M.Ed. (Full Time)	18	17	35	10	11	21	08	06	14
D.S.M.	37	23	60	20	12	32	18	10	28

4.	Are	there	any	overseas	students'	?
----	-----	-------	-----	----------	-----------	---

If yes, how many?

Yes	No	✓
-----	----	---

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

a) Unit cost excluding salary component

16000

b) Unit cost including salary component

40000

(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 of marks at the qualifying examination considered for admission during the previous academic session

	Op	en	Reserved		
Programmes	Highest	Lowest	Highest	Lowest	
	(%)	(%)	(%)	(%)	
D.Ed.	72.00	50.00	72%	45.00	
B.Ed.	76.80	47.89	75	47.89	
M.Ed. (Full	75.58	54.29	76.75	54.77	
Time)	13.36	J 4 .43	70.73	J 1 .//	

		(%)	(%)	(%)	(%)
	D.Ed.	72.00	50.00	72%	45.00
	B.Ed.	76.80	47.89	75	47.89
	M.Ed. (Full Time)	75.58	54.29	76.75	54.77
	ere a provision for gramme (after admi	_	dents' knowl	edge and sk	ills for the
	a) D.Ed. Yes	$\sqrt{}$	1	No	
	b) B. Ed. Yes	s \[No	
	c) M.Ed. Yes		-	No	
	d) D.S.M. Ye	es 🗸		No	
8. Doe	s the institution dev	velop and dep	oloy action p	lans for effe	ective implementati
of th	ne curriculum?				
	Yes \[No			
9. Doe	s the institution end	ourage the fa	culty to prep	are course o	outlines?
10. Doe	Yes √ s the institution dev	No velop its acade	emic calenda	ır?	
	a) D.Ed. Yes	$\sqrt{}$	1	No	
	b) B. Ed. Yes			No	
	c) M.Ed. Yes		-	No	
	d) D.S.M. Ye	es $\sqrt{}$		No	

11. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.T.Ed.I	56	19	25
D.T.Ed.II	48	22	30
B.Ed.	47.64	16.98	35.38
M.Ed. (Full Time)	83.33	2.3	14.36
D.S.M	60	20	20

12. Pre-practice teaching at the institution

D.Ed.a) Number of pre-practice teaching days	15
b) Minimum number of pre-practice teaching lessons given by each student	8
B.Ed.a) Number of pre-practice teaching days	26
b) Minimum number of pre-practice teaching lessons given by each student	26
M.Ed.	
a) Number of pre-practice teaching days	8
b) Minimum number of pre-practice teaching lessons given by each student	4
13. Practice Teaching at School	
A) DTEJ	
 A) D.T.Ed. a) Number of schools identified for practice teaching 	13
b) Total number of practice teaching days	15
c) Minimum number of practice teaching lessons given by each student	20
D) D Ed Duc grown o	
 B) B.Ed.Programme a) Number of schools identified for practice teaching 	15
b) Total number of practice teaching days	17
c) Minimum number of practice teaching lessons given by each student	26

practice teaching in classroom situations?									
A) D.T.Ed.									
No. o	No. of Lessons In simulation								
No. o	f Lessons Pre-practice	teaching	10						
B) B.Ed .									
No. of	Lessons In simulation		2						
No. of	Lessons Pre-practice to	eaching	2						
15. Is the scheme academic ses	e of evaluation made k ssion?	nown to students at t	he beginning of the						
a) D.T.Ed.	Yes	No							
b) B.Ed.	Yes	No							
c) M.Ed.	Yes \[No							
d) DSM	Yes \[No							
16. Does the instituti	on provide for continu	ous evaluation?							
a) D.T.Ed.	Yes $\sqrt{}$	No							
b) B.Ed.	Yes \[No							
c) M.Ed.	Yes	No							
d) DSM	Yes	No \[

14. How many lessons are given by the student teachers in simulation and pre-

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

Programmes	Internal	External
D.T.Ed.I	56%	44%
D.T.Ed.II	48%	52%
B.Ed.	50%	50%
M.Ed. (Full Time)	54.93%	43.07%
D.S.M.	75%	25%

18. Examinations

Sr.No.	Programmes	No.of sessional tests held for each paper	No.of assignments for each paper
1	D.T.Ed.I	4	4
2	D.T.Ed.II	4	4
3	B.Ed.	2	2
4	M.Ed.	2	-
5	D.S.M.	-	24

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	LCD,LAPTOPS,VIDEO	

20. A	re tl	here	cour	ses w	ith ICT	Tenabled teaching-learning process?
	7	Yes			No	o
		N	umbe	r	3	
21. D	oes	the	instit	ution	offer c	omputer science as a subject?
	Ye	es		No	√	
	•		s it off sory	ered a	as a coi	mpulsory or optional paper? Optional

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

1.	Number of teachers with Ph.	D and their	percentage t	o the total faculty	strength
	1 9	119	6		
2.	Does the Institution have ong	going researc	ch projects?		
	Yes No 🗸				
	If yes, provide the following projects (Additional rows/columns				
3.	Number of completed resear	ch projects d	uring last th	ree years.	
	Funding Agency	Amount	Duration	Collaboration	
	State Government	50000/-	1Yr.	-	
-	 Mark ✓ for positive response Teachers are given study Teachers are provided with Adjustment in teaching so Providing secretarial supp Any other specify and independent of the control of the c	leave th seed mone chedule cort and othe licate	ey r facilities	 √ × × × 	
 6. 	Yes No Number of research degrees a. Ph.D. b. M.Phil.	·	✓		
7.	Does the institution support : Yes No	student resea	arch projects	(UG & PG)?	

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

	Yes	No	Number
International journals	✓		7
National journals – referred papers Non referred papers	✓		7 9
Academic articles in reputed magazines/news papers	✓		21
Books	✓		3
Any other (specify and indicate)	✓		22

	Academic articles in reputed magazines/news papers	✓		21	
	Books	✓		3	
	Any other (specify and indicate)	✓		22	
9.	Are there awards, recognition, patents etc r Yes No	eceived by	the facu	ilty?	
10.	Number of papers presented by the faculty	y and stude	ents (dur	ing last five	years):
	F	aculty		Students	
	National seminars	43		5	
	International seminars	10		-	
	Any other academic forum	52		-	
11.	What types of instructional materials have (Mark `✓' for yes and `X' for No.)	been devel	oped by	the institution	on?
	Self-instructional materials			×	
	Print materials			<u>^</u>	
	Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)			✓	
	Digitalized (Computer aided instructional a	materials)		✓	
	Question bank			✓	
	Any other (specify and indicate)			×	
12.	Does the institution have a designated pers	on for exte	nsion ac	tivities?	
	Yes ✓ No				
	If yes, indicate the nature of the post.				
	Full-time Part-time	Addit	ional cha	arge 🗸	
13.	Are there NSS and NCC programmes in th	e institution	n?		
	Yes No	✓			

14.	Are there any other outreach programmes	s provided by	the ins	stitution	?
ነ	Yes ✓ No				
	Number of other curricular/co-curricular agencies/NGOs on Campus 3	meets organi	zed by	other ac	ademic
16.	Does the institution provide consultancy	services?			
	Yes 🗸 No				
In ca	ase of paid consultancy what is the net am Free	nount generat	ed duri	ng last t	hree years.
	Does the institution have network organizations?	king/linkage	with	other	institutions
	Local level	✓			
	State level	✓			
	National level	✓			
	International level	✓			

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

3797.51	+ 42.25 = 3839.76		
Are the fol	lowing laboratories been establishe	d as per NCTE No:	rms?
a)	Methods lab	Yes \[No 🗌
b)	Psychology lab	Yes \[No
c)	Science Lab(s)	Yes $\sqrt{}$	No 🔲
d)	Education Technology lab	Yes $\sqrt{}$	No
e) f)	Computer lab Workshop for preparing teaching aids	Yes $\sqrt{}$	No No
	Computer terminals are available	with the institution	?
31 (201	13-14)		
What is the	2/- (2013-14) 2 Amount spent on maintenance of cademic year? 200 /- (2013-14)	computer facilities	during the
	e Amount spent on maintenance as previous academic year?	nd upgrading of lat	ooratory facilities
	-		
	e Budget allocated for campus expademic session/financial year?	ansion (building) ar	nd upkeep for the
Has the ins	titution developed computer-aided	learning packages?	?
Yes	✓ No		

9. Total number of posts sanctioned

	D.T.Ed.						В	.Ed.	
	Op	en	Res	erved		Op	en	Rese	rved
	M	F	M	F		M	F	M	F
Teaching: 6	1	4	-	1	Teaching: 9	5	4	-	-
Non-teaching: 3	1	_	-	-	Non-teaching: 9	4	1	4	-

	M.Ed.					
	Op	en	Reserved			
	M F M F					
Teaching: 3	1	1	-	1		
Non-teaching: 2	2	-				

10. Total number of posts vacant

		D.	T.Ed.			B.Ed.			
	Op	en	Res	erved		Op	en	Rese	rved
	M	F	M	F		M	F	M	F
Teaching	-	-	-	-	Teaching	1	-	-	-
Non-teaching	-	1	1	-	Non-teaching	-	-	-	-

	M.Ed.					
	Open Reserve					
	M	F				
Teaching	1	-	-	-		
Non-teaching	-	ı				

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

	D.T.Ed.						В	.Ed.	
	Op	en	Res	erved		Op	en	Rese	rved
	M	F	M	F		M	F	M	F
Lecturer	1	4	-	1	Principl	-	1	-	-
					Asst. Professor	3	3	-	-

	M.Ed.						
	Op	en	Res	erved			
	M	F	M	F			
Asst. Professor	-	1	-	-			

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

	D.T.Ed.						В	.Ed.	
	Op	en	Res	erved		Op	en	Rese	rved
	M	F	M	F		M	F	M	F
Lecturer	-	-	-	-	Principl	-	-	-	-
					Asst. Professor	1	_	-	-

		M	.Ed.		
	Op	en	Rese	erved	
	M	F	M	F	
Asst. Professor	1				

c. Number of teachers from

Same state

17

Other states

01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:8
B.Ed.	1:14
M.Ed. (Full Time)	1:9
D.S.M.	1:15

13. a. Non-teaching staff

		D.	Γ.Ed.				В	.Ed.	
	Op	en	Res	erved		Op	en	Rese	rved
	M	F	M	F		M	F	M	F
Permanent	1	-	-	-	Permanent	4	1	3	-
Temporary	-	-	-	-	Temporary	-	-	-	-

		M	.Ed.	
	Op	en	Res	erved
	M	F	M	F
Permanent	2	-	-	-
Temporary	-	-	-	-

b. Technical Assistants

		В	.Ed.	
	Op	en	Res	erved
	M	F	M	F
Permanent	-	-	1	-
Temporary	-	-	-	-

14.	Ratio of Teaching – non-teaching staff	
	D.Ed. – 1:1 B.Ed. – 1:2 M.Ed. – 1:1.5	
15.	Amount spent on the salaries of teaching faculty session (% of total expenditure) 59.62%	during the previous academic
16.	Is there an advisory committee for the library?	
	Yes √ No	
17.	Working hours of the Library	
	On working days	7.30 hour
	On holidays 5	hours
	During examinations	7.30 hours
18.	Does the library have an Open access facility Yes No	
19.	Total collection of the following in the library	
	a. Books	10975
	 Textbooks 	2826
	 Reference books 	3843
	b. Magazines	51
	c. Journals subscribed	
	Indian journals	49
	 Foreign journals 	-
	d. Peer reviewed journals	2
	e. Back volumes of journals	205

	f. E-information resources	
	 Online journals/e-journals 	-
	CDs/ DVDs	61
	• Databases	-
	• Video Cassettes	-
	 Audio Cassettes 	13
20.	Mention the	
	Total carpet area of the Library (in sq. mts.)	42.25 sq.mts
	Seating capacity of the Reading room	60
21.	Status of automation of Library	
	Yet to intimate	$\sqrt{}$
	Partially automated	
	Fully automated	
22.	Which of the following services/facilities are provided	in the library?
	Circulation	$\sqrt{}$
	Clipping	
	Bibliographic compilation	
	Reference	$\sqrt{}$
	Information display and notification	$\sqrt{}$
	Book Bank	$\sqrt{}$
	Photocopying	$\sqrt{}$
	Computer and Printer	$\sqrt{}$
	Internet	$\sqrt{}$
	Online access facility	
	Inter-library borrowing	$\sqrt{}$
	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

40

Maximum number of days books are permitted to be retained

by students

7 days

by faculty

3 months

Maximum number of books permitted for issue

for students

04

for faculty

10

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

1:63

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

0.23

institution

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

		I		II]	II
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books			200	10338	-	-
Other books	5	Sp. Copy	28	1220	21	1053
Journals/ Periodicals	03	1460	01	200	-	-
Reference Book	9	415	78	9064	-	-

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

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programmes	2011-12	2012-13	2013-14
D.Ed.	00	00	00
B.Ed.	00	04	00
M.Ed.	00	00	05

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 each

3. Does the institution offer Remedial instruction?

|--|

4. Does the institution offer Bridge courses?

Yes	No	✓

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

		UG (B.Ed.)		PG (M.Ed.)			
	I	II	III	I	II	III	
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	
Pass percentage	83	71	92	87.87	80	90	
Number of first classes	21	30	48	45.45	56	56.66	
Number of distinctions	01	-	08	6.06	16	16.66	
Exemplary performances (Gold Medal and university ranks)	-	-	01	04	-	03	

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

NET

SLET/SET

Any other (specify and indicate)

I (2011-12)	II (2012-13)	III (2013-14)
-	1	
1	-	2
-	-	2

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	2	1
Any other specify and indicate	-	-	-

(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	-
Women	ı

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	
-----	---	----	--

	Yes		No	✓								
15. D	oes the	Inst	itution	obtai	in fe	edback	from studen	its on the	eir cam	pus experie	nce?	
	Yes	✓	No									
16. G	Sive info	orma	ation or	the	Cult	tural Ev	ents (Last y	ear data	a) in wł	nich the inst	itutior	
p	articipa	ted/o	organis	ed.								
						Organ	ised		Particip	oated]	
				Y	es	No	Number	Yes	No	Number		
	Inter-c	olle	giate		-	-	-	-	-	-		
	Inter-u	ınive	ersity		-	_	-	-	-	-		
	Nation	nal			-	-	-	-	-	-		
	Any or (specification)	fy ar	nd		-	-	-	-	-	-		
	(Exclu	ıdin	g colle	ge da	y ce	l ebratio	n)					
					nd ii	nternati	udents during onal sports in the tion of stude	meets.	ast year	Outcome	rsity,	
					1 (_	umbers)	iits	(Ma	dal achieve	ca)	
Sta	ıte					(11	-		(IVIC	-	.5)	
	gional						_			-		
Na	tional				-					-		
Int	ernation	nal					-			-		
If 19. D	Yes f yes, gi 2002 Does the Yes	ve th	No ne year	of es	a St No	ishment udent <i>A</i>	Association/O	Council	?			
	Yes				No		✓					

14. Is there transport facility available?

21. Does the	institution	publish its i	ipaatea prosp	ectus annua	.IIy ?	
Yes	No 🗸					
		the progress for last three		cudents to e	mploymen	t/further study
			Year 1 (%)	Year 2 (%)	Year 3 (%)	
	High	her studies	11.11	14.07	8.88	
	Emplo	yment (Total	51.11	52.59	48.14	
	Т	eaching	100	100	100	
	Noi	n teaching	_	-	-	
Yes If yes, how methree years.	✓	No nts were emp		n placement	cell during	g the past
	1	2	3			
4	17	49	40			
24. Does the students?	Acaden Persona		and Counseli		d counselin Yes	ng services to No

CRITERION VI: GOVERNANCE AND LEADERSHIP

1.	Does the institution have a functional Internal Quality Assurance Cell (IQAC) or								
	any other similar body/committee								
	Yes 🗸 No								
2.	Frequency of meetings of Academic and Administrative Bodies: (last year)								
	Governing Body/management 1								
	Staff council		5						
	IQAC/or any other similar body/committee		4						
	Internal Administrative Bodies contributing quality improvement of the institution processes. (mention only for three most import bodies)	onal	College development-4						
3.	What are the Welfare Schemes available for the	teachi	ng ar	nd non-	teachi	ing 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 staff during the last three years - 1 3	e availa	able 1	for non-	-teach	ing			
Fur	nish the following details for the past three years								
	a. Number of teachers who have availed the Facul Program of the UGC/NCTE or any other recognization	•		ment					
	b. Number of teachers who were sponsored for professional development programmes by the institution								
	National			1	_				
	Internation	nal	[-	-	-			

	-	1	-							
d. Number of Seminars/ workshops/symposia on Curricular development,										
Teaching- learning, Assessment, etc. organised by the institution										
	-	2	-							
e. Research development programmes attended by the faculty										
	-	4	2							
f. Invited/endowment lectures at the institution										
	-	5	-							
Any other area (specify the programme and indicate)										
	1	1	-							
5. How does the institution monitor the performance of the teaching and non-teaching staff?										
a.	a. Self-appraisal						Yes	✓	No	
b.	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. Ar	7. Are the faculty assigned additional administrative work?									
	Yes	✓ N	No							
If	yes, give	e the	number	of hours spe	ent by the fa	culty per wee	k			
	6 -8 h	ours								
8. Pre	ovide the	e inco	ome rec	eived under	various hea	ds of the acco	ount by	the i	nstituti	on
for previous academic session										
	Grant-in-aid									
		Fees				-				
		Donation								
	Self-funded courses D.Ed.,B.Ed. M.Ed. DSM - 67,95,000/-									
		Any o	other (s	pecify and ir	ndicate)	5150/-			•	

c. Number of faculty development programmes organized by the Institution:

9. Expenditure statement (for last two years)

	Year 2011-12	Year 2012-13
Total sanctioned Budget	84,48,504/-	91,02,153/-
% spent on the salary of faculty	33,31,527/-	32,36,446/-
% spent on the salary of non-teaching	8,37,000/-	8,39,728/-
employees		
% spent on books and journals	20,025/-	5910/-
% spent on developmental activities	-	-
(expansion of building)		
% spent on telephone, electricity and water	76,910/-	1,01,913/-
% spent on maintenance of building, sports	-	-
facilities, hostels, residential complex and		
student amenities, etc.		
% spent on maintenance of equipment,	11,362/-	760/-
teaching aids, contingency etc.		
% spent on research and scholarship (seminars,	-	-
conferences, faculty development programs,		
faculty exchange, etc.)		
% spent on travel	12,226/-	28,001/-
Any other (specify and indicate)	14,28,318/-	6,59,839/-
Total expenditure incurred	56,63,368/-	53,13,512/-

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

	Surpius in Rs.	Deficit in Rs.
2010-11	D.T.Ed1,01,310/-	B.Ed33,548/- M.Ed1,56,711/-
2011-12	D.Ed2,98,649/- B.Ed2,10,099/-	M.Ed1,14,294/-
2012-13	B.Ed4,414.34/-	D.T.Ed5,78,031/- M.Ed3,96,719/-
11. Is there an int	ernal financial audit mecha	nism?
Yes	No	√
163		
12. Is there an ext	ernal financial audit mecha	nism?
Yes	✓ No	

13. IC1/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/Evaluat	tion/	Yes		No	✓
	Assessment		Yes		No	✓
14. Does the institution mechanism?	Any other (specify an on have an efficient int	,	Yes		No	
Yes ✓	No					
15. Does the institution		hanism to chec	k the w	ork e	efficien	cy of
the non-teaching s	staff?					
Yes	No					
16. Are all the decision by a competent au	•	ution during th	e last th	ree	years a	pproved
Yes ✓	No					
17. Does the institution	on have the freedom ar	nd the resource	s to app	oint	and pa	y
temporary/ ad hoc	c / guest teaching staff	?				
Yes ✓	No					
18. Is a grievance red a) for teac		ogue in the ins	titution	?		
b) for stud	lents	✓				
c) for non - teaching staff						
19. Are there any ong	oing legal disputes pe	rtaining to the	institutio	on?		
Yes	No	✓				

	institution acity checks?	lopted any	mechanism/process	for internal a	academic
Yes	✓	No			
			dern managerial conng, computerisation ar	*	strategic
Yes	✓	No			

CRITERION VII: INNOVATIVE PRACTICES

1.	Does the institution has an established Internal Quality Assurance Mechanisms?
	Yes Vo No
2.	Do students participate in the Quality Enhancement of the Institution?
	Yes 🗸 No
3.	What is the percentage of the following student categories in the institution?

D.T.Ed.2013-14

	Category	Men	%	Women	%
a	SC		5	7	7
b	ST	-	-	-	-
c	OBC	4	4	8	8
d	Physically challenged	-	-	-	-
e	General Category	16	16	50	50
f	Rural	37	37	53	53
g	Urban	2	2	8	8
h	Any other(specify)	-	-	-	-

B.Ed.2013-14

	Category	Men	%	Women	%
a	SC	5	5	7	7
b	ST	-	-	-	-
c	OBC	4	4	8	8
d	Physically challenged	-	-	-	-
e	General Category	16	16	50	50
f	Rural	37	37	53	53
g	Urban	2	2	8	8
h	Any other (specify)	-	-	-	-

M.Ed.2013-14

	Category	Men	%	Women	%
a	SC	5	5	7	7
b	ST	-	-	-	-
С	OBC	4	4	8	8
d	Physically challenged	-	-	-	-
e	General Category	16	16	50	50
f	Rural	4	11.42	6	17.14
g	Urban	15	42.85	10	28.57
h	Any other (specify)	-	-	-	-

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

D.T.Ed.2013-14

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-		-	-
b	ST	-		-	-
c	OBC	1	16.66	-	-
d	Women	5	83.33	-	-
e	Physically challenged	-	-	-	-
f	General Category	5	83.33	2	100
g	Any other (specify)			-	-

B.Ed.2013-14

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	29	-	-
b	ST	-	-	-	-
c	OBC	2	29	2	22.22
d	Women	3	43	1	11
e	Physically challenged	-	-	-	-
f	General Category	2	29	4	44
g	Any other (specify)	-	-	02	22.22

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

B.Ed.

Cotogory	At Admi	ssion(%)	On completion of the course		
Category	2012-13	2013-14	2012-13	2013-14	
SC	56.86	64.31	58.56	60.39	
ST	-	-	-	-	
OBC	56.97	75.67	57.38	61.78	
Physically challenged	-				
General Category	57.99	66.29	61.94	63.61	
Rural	56.91	66.20	58.17	60.11	
Urban	56.96	68.28	61.94	62.76	
Any other (specify) DT/NT	56.66	69.68	58.33	61	
SBC	57.86	60	61.66	63.91	

M.Ed

Catacamy	At Adı	nission	On completion of the course		
Category	2012-13	2013-14	2012-13	2013-2014	
SC	61.51	64.31	64.34	61.57	
ST	-	-			
OBC	64.05	75.67	59.39	66.42	
Physically challenged	-	-			
General Category	65.42	66.29	67.65	63.89	
Rural	64.20	66.20	64.75	66.19	
Urban	67.18	68.28	63.39	66.42	
Any other (specify) DT/NT	62.88	69.68	60.62	54	

Part II: The Evaluative Report

This part of the report has to present a meaningful self-evaluation of the institution giving details on the aspects and processes with reference to the core values explained earlier. This part also requires key aspects wise details. It should be organized under the following three sections - an Executive summary giving a brief on the SWOT analysis of the institution, Criterion-wise analysis of the specified key aspects and Mapping of Academic Activities of the Institution. All the three sections put together **should not exceed 200 pages**. To be able to adhere to the page limit, repetition of descriptive information already given may be avoided by providing appropriate reference. Overall the details provided in this section should basically strengthen the quantitative data provided in Part I of this manual.

1. Executive Summary

This may be a brief summary not exceeding two pages, covering institution specific information i.e. the environment in which the institution operates, the regulatory bodies and their controls, key relationship with the practice teaching schools and the community and the challenges faced by the institution in building a quality institution.

2. Criterion- Wise Analysis:

Care may be taken to make this part of the report brief and evaluative by providing only crucial details. The questions given below each criterion are meant to help the institution to cover the major aspects of the various institutional processes and quality initiatives of the institution. Information overlaps and repetitions may be avoided by giving appropriate references to the details/information provided in the earlier sections or questions.

CRITERION I: CURRICULAR ASPECTS

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.)

The Goals and objectives of the institution

- 1. To be an excellent teacher education institute.
- 2. To provide skillful, competent, committed, professional teachers to attain desired social change.
- To inculcate the values in student –teachers so as to develop them as responsible citizens.
- 4. To promote capabilities for inculcating national values and goals as enshrined in the constitution of India.
- 5. To sensitize the teachers with global challenges for rural reconstruction and rural upliftment.
- 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).

The institution implements D.T.Ed., B.Ed., M.Ed., and D.S.M. programmes. The entire curriculum is developed by the regulating bodies and assigned to the instituation . the hierarchy of the regulating bodies is given below:

For B.Ed, M.Ed courses, Shivaji University, Kolhapur is the regulating body.

For D. T.Ed, course, state council of Education and Training (SCERT)

For D.S.M. course, Yashwantrao Chavan Mahatashtra Open University, Nisik (YCMOU)

As per the guidelines and norms given by the regulating bodies, the curriculum is implemented in the educational colleges. Our one faculty member who work on different academic bodies of the Shivaji University, Kolhapur. Our four faculty member are involved in the process of curriculm development and reconstruction to bring out the necessary changes in the curriculum. These faculty members convey the feedback regarding the curriculum to the Shivaji University for the curricular modification of the B.Ed, M.Ed courses.

The institution implements the curriculum by providing specified optional courses and learning experiences through teaching, practice lessons, practicum and co –curricular activities.

In this manner, the institution contributes directly and indirectly in the curricular development process.

- 1.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs? Considering the global trends following theory courses are introduced
 - Environmental Education
 - Guidance and counseling
 - Yoga Education
 - Disaster management
 - Value Education
 - ICT Education

The global trends reflected in following practicum

- community Oriented Programmes
- Internship Programme
- Workshops
- SUPW
- Career Guidance
- 1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The institution ensures that the curriculum bears some thrust on national issues by:

- Introducing thrust areas by selecting the theme of National Seminars
- Sustainable development, Quality Enhancement in Higher Education etc.
- Organising Community Oriented Programmes
- Organising Value Oriented Programmes
- Activities in Internship Programmes
- Organising Workshops in the institute
- Arranging Guest Lectures
- Participating in the activities of GOs and NGOs
- Personality Development Programme

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

Yes.

- Preparing Year Plans
- Preparing Lesson Plans
- Developing Academic Calendar
- Planning of Internship Programme
- Planning the work of Lesson Department
- Down loading the syllabi of various universities
- Planning of curricular and co-curricular activities
- Preparation of various Multimedia Packages
- Downloading of various Multimedia Packages

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?

- Organization of National seminars and workshops
- Demonstration lessons
- Feedback on Teaching Practices
- Innovative teaching strategies
- Technology based teaching
- Guidance by Experienced Teacher

- Use of student centered teaching methods
- Use of constructivist strategies

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 and scope provided:

- They undergo actual formal learning of the theory papers. Provision of seven methods is made.
- Selection of unit content in simulated teaching Simulation of classroom teaching through micro teaching and integrated lessons provide them the experience of teaching and learning with the help and with the collaboration of their peers.
- Selection of unit content to prepare A.V. aids enables them to get the actual learning experience.
- Selecting models in Models of Teaching (Two out of Six)
- SUPW (Four out of Eight) provides them the work experience.
- Selection of Optional Subjects (One out of Six) gives the students ample scope.
- Choices in psychology experiments (All 10 experiments)
- Choices in physical efficiency test (5 out of seven)
- Selection of content for ICT based teaching
- Theory related practical (One out of Five) makes the students understand the application of the theory.
- Various activities undertaken in social service camps develop sensitivity and awareness towards social issues
- Social commitment is developed in the teacher trainees by organizing blood donation camps
- The institute has a Well Equipped Library. It provides awide range of books for course work and additional reading.
- The facility of the Book Bank Scheme is available for the teacher trainees.
- Book Shows in the beginning of the academic year

In field experiences

Through practice lessons, the teacher trainees are provided with

- Formal Practice of teaching
- First Hand experiences about the pupil behavior ,Student Psychology and school atmosphere
- Exposure of inclusive education
- Inputs in varied teaching strategies and methods of teaching from experienced teachers

The internship Programme provides varied teaching —learning experiences through the following activities:

- Block Teaching
- Value Education/Environment Education lessons
- Course related practicals are conducted in the schools.
- Technology Based Lessons
- Observation of Peers
- Conduct of Unit Test

In addition to these co-curricular activities, Health programmes, Social Service and Working with the Community can be treated as a source of effective learning Experience. For example our student teachers organized a rally depicting the ill effects of "Girl Child Assassination"

- 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 and written) ICT. Skills, life skills community orientation, social responsibility etc.
 - Programmes to Improve Communication Skills: English Communication
 - Programmes to develop ICT Skills: Microsoft Workshop, INTEL Training.
 - Social Responsibility: Under the Social Service Scheme various programmes are arranged. Language study group, Science study group, Social Science Study Group, Mathematics StudyGroup, etc organized various lectures and programmes.
 - Life Skills and Soft Skills Development
 - Orthography workshop(Marathi)

- Open University courses
- Hand Writing Workshop
- English speaking and
- personality development workshop

1.2.4 How does the institution ensure 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) Whole experience / SUPW
- 7) Any other (specify and give details)

The B.Ed course is an interdisciplinary course. The following are the inter disciplinary courses in B.Ed. Curriculum

Course I: It draws teaching, learning content from Educational Philosophy and Educational Sociology.

Course III: Its content is drawn from two disciplines - Management Sciences and Research Methodology i.e. Action Research.

Course V: This course draws teaching learning content from educational trends and Environment.

• Multiskill Aspects

The B.Ed.,M.Ed. and the D.Ed. programmes are essentially introduced for the development of teaching skills. These skills include teaching skills at micro-levels. In addition to this, there are other skills such as classroom management and assessment skills which are equally important. The institution provides training for interview skills, soft skills and communication skills through various activities.

• Inclusive Education

• In the admission procedure of B.Ed, there is a 2% reservation for disabled and challenged students. Every year we have about two hearing impaired

and visually challenged or physically (orthopedically) handicapped students in B.Ed course.

- The institution provides special guidance for lessons.
- A writer is provided for the internal and external examinations.
- A separate paper, 'Inclusive Education and Education for Disadvantaged Groups' is introduced in M.Ed. syllabus

Course II: Psychology of Development and Learning – In the B,Ed course, 'Psychology of Inclusion' consists of four sub-units that are related to this aspect.

They are -

- Identification of children with special needs
- Need of Special Education
- Catering to special education needs
- Concept of Integrated and Inclusive Education

In addition to formal teaching learning, the institution implements and lays emphasis on inclusive education through curricular and co curricular activities.

Practice Teaching Aspects

The institution is required to provide teaching practice through a core training programme and special training lessons.

	Lesson	Lesson No
1	Micro Lessons	12
2	Integrated Lessons	04
3	Simulation Lessons	04
	Total	20

20 lessons in all are conducted by each teacher trainee throughout the year. There are 12 special training lessons which provide actual school experiences to teacher trainees. In addition to these, the institution has conducted workshops on 'Lesson note writing' and preparation of teaching aids.

Under the special guidance scheme, a 15 days lecture series is conducted to teach and orient students on taking lessons in Models of Teaching. This is a very productive activity for teacher trainees as it orients them in 'Models of Teaching' before they undertake these lessons in schools during the internship program.

Internship / School Experience

The B.Ed. programme has prescribed the internship programme for two weeks. During this programme each teacher trainee has to undertake block teaching, team teaching, models of teaching, value education and environment education.

	Lesson	Lesson No
1	Based on Technology	02
2	Models of Teaching	02
3	Value / Environmental Teaching	02
4	Team Teaching	02
5	Practice Lesson	08
	Total	16

This programme provides experience to teacher trainees in the actual school setting. During the internship programme, the trainee has to observe the lesson.

During the internship programme, the institution organizes educational visits to special schools of disabled children for the teacher trainees to make them aware and sensitize them to the needs of these children.

In this way, the internship programme gives comprehensive experiences to the teacher trainees.

SUPW / Work Experience

The institution has provided various schemes under SUPW / Work Experiences to teacher trainees who are benefitted from this scheme in several ways.

Spoken English: The institution organized 'Spoken English Classes' for the development of communication skills of the teacher trainees.

Special Guidance Scheme: Under the 'Special Guidance Scheme', lecture series is organized by all faculty members on 'New Trends in Education'.

During the academic year, teacher trainees prepare teaching aids and posters as per their teaching method. In the internship programme, teacher trainees are engaged in different activities to keep the entire school campus clean and tidy. Tree plantation is also undertaken by the students. The student teachers take an effort to keep the campus neat, clean and green.

Cleaning of Religious And Public Places: In the month of August, the holy month of Shravan, all our student teachers clean the Religious Places (temples, churches, Mosques, etc) and the public places(Bus stand, Market, etc) in the city.

1.3.1 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 encourages feedback from teacher trainees through regular cell meetings that are conducted in First term and Second term. Detailed feedback on the curriculum transaction is given by the teacher trainees.

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.

Yes,

The analysis of the formal and informal feedback of the stakeholders is undertaken and the proper changes are made for improvement. It is communicated to university put before the curriculum revision committee.

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

Our Principal, Dr.Gulavani M.V., is the Dean, member of Faculty of Education and member of BOS, Shivaji University ,Kolhapur

Following staff mem	bers have participated	d in the drafting of syllabus.

Sr.	Name of the faculty	Subject
1	Dr.M.V.Gulavani	Guidance and counseling
2	Smt.S.H.Terdale	An Evolutionary Perspective of Education
3	Shri.R.M.Jadhav	Geography Method
4	Shri.P.R.Dashwant	Marathi Method
5	Ms. Yadav M.B.	Education as a Field of Study

- Suggestions by the faculties are communicated to the BOS before the formation of the B.Ed. and M.Ed. curriculum.
- Difficulties after the implementation of the curriculum, are also communicated to the BOS for consideration.
- Inclusion of new topics and subjects are suggested to the BOS. Also suggestions were given to change the Nature of Practicals.
- Suggestions about the Implementation of theory and practice were also given to the BOS
- The analysis of the formal and informal feedback of the stakeholders was taken and communicated to the BOS.

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).

Major changes in curriculum

- Workshop on AV aids preparation is added.
- IT lessons in teaching practices is introduced
- Addition of Yoga in physical and health education is made.
- Inclusion of Information Technology as independent section is given
- The current curriculum of B.Ed is reduced by one paper i.e. two methods of teaching have included in one paper.

Contribution to quality improvement and student satisfaction

following practicals play an important role in quality improvement and student satisfaction

- Application of IT in education
- Encouragement to creativity due to AV aids workshop
- Stress management
- Time Management
- Communication skills
- Panel Discussion
- Goal Fixing
- SWOT Analysis
- Brain Storming

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.)

- Considering the needs of society, Secondary schools, Teacher Education Institutions and the syllabus.
- Referring the NCTE and NCERT frameworks
- Curriculum feedback by student teacher.
- Feedback from stakeholders
- Analysis of the formal and informal feedback.
- Organization of workshop for implementation of the curriculum
- Discussions by the faculties for communication before and after the formation of the curriculum
- The Institution has organized **Orientation Programme** for the revised B.Ed. and M.Ed. syllabus.

1.5 Best Practices in curricular Aspects

- 1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?
 - Faculty members contributed in syllabus framing.
 - Informal discussions are held in staff meetings on curricular aspect.

- Feedback on Curriculum is taken in the structured format.
- School-College forum gives important suggestion regarding the Curriculum.
- Feedback on curriculum is collected by stakeholders.
- Written suggestions regarding curriculum is reported to the university.
- Orientation is given to the faculty about the revised curriculum
- Formation of various committees for smooth implementation of the Year's Plan, Co-curricular and extracurricular activities
- Organization of effective Content Enrichment Programme
- Special Guidance Scheme regarding curriculum
- Effective use of technology
- Deputation of the faculty to various National and International Seminars and workshops organized by other Universities and Institutions.

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

- Contribution of Faculty members in BOS and curriculum framing
- Development of Feedback form on curriculum and analysis of the same
- Suggestions from School-College forum on curriculum
- Fruitful execution of curriculum

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

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

Suggestions: -

No Suggestions by NAAC Peer Team with reference to Curricular Aspects

Observations: -

Peer Team said that they were sure that the college will proceed towards achieving objectives of Teacher Education.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Please refer 1.5.1 and 1.5.2

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1. ADMISSION PROCESS AND STUDENT PROFILE

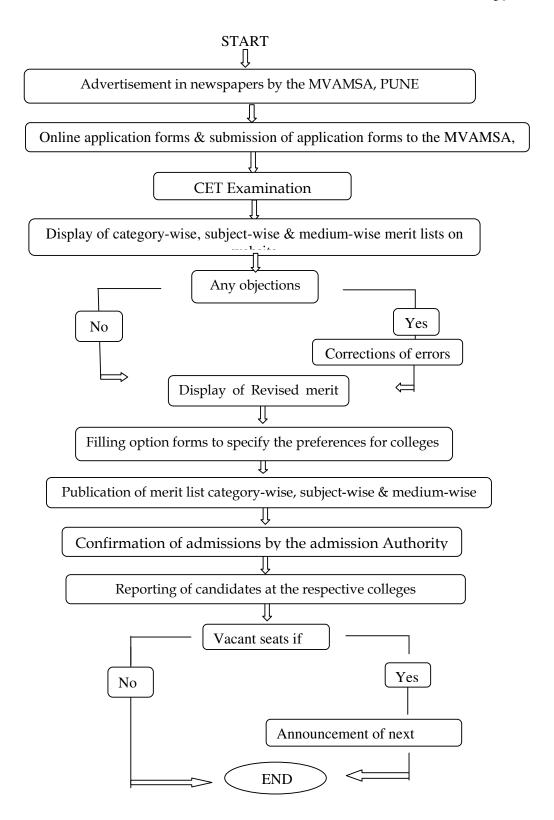
2.1.1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

D.T.Ed. Admission Process:

- D.T.Ed admission process is centralized at state level.
- After the declaration is H.S.C. results the admission process begins immediately D.T.Ed. Admission are advertised in local as well as state level newspaper.
- 80% admission are given by central admission process governed by M.S.C.E.R.T.
- All the rules and policies regarding merit and reservation of admission are followed strictly.
- The admission are conducted at district level round and state level round.
- 20% admission are reserved as the management quota admission for every institution.
- Only H.S.C. merit is considered for the admission at D.T.Ed. programme.

B.Ed.Admission process:-

- B.Ed. admissions are made through Common Entrance Test conducted by the M.V.A.M.S. Association.
- Admission process is transparent.
- The following flow-chart well illustrates the entire centralized admission process of B.Ed. and M.Ed.



A schedule of admission procedure is made available on the website and in leading newspapers in Maharashtra .

M.Ed.Admission process:-

M.Ed.-. admissions are made through Common Entrance Test conducted by the M.V.A.M.S. Association.

Admission process is transparent.

D.S.M.Admission Process:

- From the year 2009-10 our institution started D.S.M.of Y.C.M.O.U.
 Nashik
- The experienced teacher are eligible for this programme.
- Y.C.M.O.U. Governs the D.S.M. admission.

Sr. No.	Category	Percentage
1	Scheduled Cast(S.C.)	13
2	Schedule Tribe(ST)	7
3	De notified tribes (14 similar tribes)(VJ/DT)	3
4	Nomadic tribes (28 tribes before January 1990and similar tribal) (NT-1)	2.5
5	Nomadic tribes (Dhanagar and similar tribes) (NT-2)	3.5
6	Nomadic tribes (Vanjari and similar tribes) (NT-3)	2
7	Other Backward class (OBC)	19
8	General	50
	Total	100

The intake capacity for the various programme in the institution as follows:

Sr.No.	Programme	Intake capacity
1	D.T.Ed.	150
2	B.Ed	100
3	M.Ed.	35
4	D.S.M.	60

2.1.2 How are the programs advertised? What information is provided to prospective teacher trainees about the programs through theadvertisement and prospectus or other similar material of theinstitution?

Advertisement for the programmes:

D.T.Ed.

D.T.Ed. admissions are centralized (80%) and governed by State

Government of Maharashtra through SCERT.

- After the declaration of HSC result of Maharashtra State Board of Secondary and Higher Secondary Education i.e. (MS.B.S. & H.S.E.) the advertisement is published in local as well as state level newspapers.
- Along with the admission programme dates and places for collecting and submitting admission forms and information booklets are given.
- For 20% admission (Management Quota) separate advertisement is given by the management in local news papers.

B.Ed.

- B.Ed. admissions are also centralized (100%) and governed by State Government of Maharashtra through Directorate of Higher Education, Maharashtra State (B.Ed. Admission – CAP)
- In the month of March/April of every year the advertisement for B.Ed. admission is published by the above authority in local as well as state level newspapers.
- The Centralized Admission Process (CAP) is online and supported by Maharashtra Knowledge Corporation Ltd. (MKCL) on their website -

• M.Ed.

After the declaration of B.Ed. result, the advertisement for M.Ed. admission is published by the institution.

- D.S.M.
- Generally in the month of July / August the advertisement for DSM is published by Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik.
- The admissions are totally governed by YCMOU, Nashik.

The advertisements generally provide the following information:

- Course and its duration
- N.C.T.E. recognition reference.
- Cost of admission form and processing fee.
- Admission process (Entrance Test, Interview)
- Affiliation of the University
- Dates of receiving and submitting admission form.
- Reservation norms

- Medium of instructions
- Contact Number, Address, Website etc.

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 D.T.Ed. and 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.

If lacunae are found, the case is referred by the Principal to the concerned authority of admission.

M.Ed. level admissions are strictly given on the merit of B.Ed. marks. All the rules and norms of government are followed.

The merit list is displayed on the institution notice-board. The institution tries to keep the admission process very transparent.

D.S.M. admissions are controlled by Yashwantrao Chavan Open University (YCMOU, Nashik). The documents of admitted teacher trainees are verified by the authorities of the institution.

Thus, the institution monitors admission decisions and ensures that the admission criteria are equitably applied to all applicants.

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)

Strategies for retention of diverse teacher trainee population

The teacher trainees are admitted to the institution through the central admissions process. These teacher trainees are from diverse group regarding their economy, culture, religion, gender, linguistic background and challenged with special needs.

To retain all these diverse teacher trainees in the institution we adopt the following strategies according to their needs as follows:

1. Economically backward group

Various scholarships and free ships are provided to the economically backward teacher trainees as per the rules and norms of the government.

The institution also provides assistance and guidance regarding Education Loan and Loan Scholarships.

2. Cultural and religious diversified group

The institution has adopted secular approach in all the practices. All the festivals of different cultures and religions are celebrated in the institution. Teacher trainees sing a secular prayer daily. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution.

3. Gender diversified group

The institution is a co-educational. There is an increase in female teacher trainees taking admission for this course. To cater the needs of girl teacher trainees, our proportion of female faculty is more. Separate ladies room is provided for girls. The problems of girls are discussed with the female faculty and solved accordingly.

4. Linguistic diversified group

Since the establishment of our institution, there are Marathi and English Medium teacher trainees. To cater to their needs the faculty teaches in respective languages Sometimes, Hindi Language is also used as a medium of instruction for the teacher trainees, who are not comfortable with either English or Marathi.

Few tribal teacher trainees are also admitted in our institution every year. They have problems regarding diction which creates an inferiority complex among them. The micro-teaching in-charge faculty guides and counsels them for their adjustment and retention.

5. Physically challenged group

Every year Physically challenged trainees are given preference in our institution due to the good experiences shared with them by their seniors. 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. The physically handicapped teacher trainees are supported according to their needs by the faculty as well as the peer group members. The faculty provides

separate counseling to the teacher trainees, who are disturbed or unable to cope-up with the environment of the institution.

We also have a separate mechanism to take care of diverse teacher trainees through Mentor scheme. There are special meetings of each Teacher trainee with the Mentor where all the problems are discussed and solved. The problems, which are not solved at the meeting are forwarded by the in-charge professor forwards these to the Principal for solution.

Thus, the institution tries to retain the diverse teacher trainee population very effectively.

At the beginning of the academic year interviews are organized of all admitted students for selection of methods, to find out interest areas and acquaintance with skills and problems of language etc.

The institution provides following facilities to retain the diverse student population admitted

- Prizes/Awards
- Book Bank
- Ladies Room
- Parent Association
- Guardian Teacher Scheme
- Reading Room

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.

Assessment of Teacher Trainee's Knowledge:

The teacher trainees are admitted through Central Admission Procedure (CAP) in which Common Entrance Test (CET) is conducted. 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 plan to assess the teacher trainee's content knowledge of the school subjects in near future.

There is no provision of assessing teacher trainee's knowledge before the commencement of course for D.T.Ed. Programme. For the M.Ed. programme an interview is conducted for the assessment of teacher trainee's knowledge.

The institution has provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes as follows.

1) Interviews

The faculty takes interview of enrolled student teachers. Interviews are related to personal information, academic achievement, interest area, attitude, family background, computer awareness, other activities, creativity etc.

2) Skill Diagnostic Programme

The institute organizes five minutes teaching programme for skill diagnosis of each student. Visual feedback (through watching a video recorded lesson) has been found to provide one of the most effective means of evaluating teaching strengths and identifying areas of improvement. The teacher educator suggests the appropriate skills through Skill Diagnostic Programme. Skills and behaviors have been identified as essential to the development of effective teaching. Through microteaching, one can seek to identify and improve these observable teaching skills and behaviors.

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 students?

The following activities are taken to create an overall environment conducive to learning and development of the students.

a) Introductory Speech of the Principal

The Principal covered the following points:

- General information about the Modern Education Society.
- Contribution of foundation member of the institution in building the emerging society.
- Historical Background & Prides of the College
- Expectations from the Newly enrolled Student Teachers

- Teachers Commitment with Society
- Motivation for becoming a good teacher

b) Introductory Lectures of the Faculty

In introductory lectures student teachers get knowledge about the nature of the course, the weightage to theory and practicum in terms of time and marks along with the nature of question paper and the scheme of marking/grading.

c) Staff Meeting

At the beginning of academic year in the month of June prior to regular working, all teachers are advised to prepare course outline. Paper wise teachers' meetings are held in which they prepare year plan. The co-curricular activities are also outlined. The syllabus is unitized and discussed in subject wise meetings of teachers and finalized under the guidance of principal. Principal and the heads of the subjects advise the colleagues to solve their difficulties

d) Personality Development Programme

The College arranges the lectures and activity oriented programmes for the physical, mental and intellectual development of student teachers like Excursion, field trips (visit to institute), Competitions, Cultural activities, Arts and Crafts, Celebration of days etc

e) Students" Council

Planning and execution of various activities

f) Feedback from Students

institution taken orally feedback on spote lecture.

g) Library as Learning Resource Center

There is separate reading rooms for enriching. There is a **book bank** and **Non-book material** such as atlas, maps, and chart is available in the library. Library has the Photocopier, Computers, Audio cassettes along with viewing apparatus, Internet, Resource material on digital media such as CD ROMs, etc. Before and during examinations the library extended working hours by one and half hour and reading room is available for 10 hours.

h) Psychology Lab

The College has an independent psychology laboratory with adequate number of psychological tests and material to conduct psychological experiments.

i) Science and Maths Lab

The College has an independent centre. The Students are provided chemicals, apparatus, models, geometrical instruments and charts.

j) Educational Technology Laboratory

The College has independent ET cell equipped with different Audio-visual aids. Students are provided cassettes, tape-recorders, film strips, OHP, slide projectors for their practice teaching.

k) IT Lab

The College has independent center having 26 computers, internet connection with required software.

1) Workshop for Preparing Teaching Aids

Lecture halls and other rooms are used for workshop to preparing teaching aids such as pictures, charts, models, cut-outs, slides, film-strips, transparencies, scriptwriting etc.

m) Various Workshops

Strict implementation of various workshops with guidance lecture and group work .

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

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.

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators and they are encouraged to participate in the various activities such as Intel technology contest, Avishkar, essay competition, elocution competition and other intercollegiate competitions. They are also asked to give seminars in front of the peer group members in the content enrichment program. They are encouraged to participate at the local state level

and national conferences, seminars and workshops. Some of these teacher trainees also present their papers in these conferences and seminars. 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: Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified, their problems are diagnosed and sorted out in the diary cell meeting and solved at the teacher- educator level or principal level according to the nature of the problem. The institution provides special coaching, practice and guidance to these teacher trainees. They are also paired with the gifted teacher trainees to raise their level. The institution conducts a special program for the academically weak teacher trainees under special guidance scheme of Board of Teacher Trainees Welfare. The new trends in education such as models of teaching lessons, team teaching and technology based lessons, value based lessons and environmental education lessons are included. Spoken English programmes and content enrichment program are also organized under this scheme for the under achievers

Economically and socially deprived teacher trainees: Most of the teacher trainees admitted in the institution are economically and socially deprived. They have many difficulties to cope up with the urban environment. The faculty identifies such teacher trainees and provides guidance and counseling so that they cope with the situation, and learn efficiently to overcome their inferiority complex.

A group of 12 to 15 teacher trainees are handed over to the each teacher-educator at the commencement of the academic year. They become Mentor for these teacher trainees. The cell group in charge interacts with these teacher trainees throughout the year to find a solution to the problems faced by the trainees. In the institution, one faculty member has been appointed as Teacher Trainee Welfare Officer so that teacher trainees can easily approach him, interact freely and find a solution to his or her problem.

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

The concept of 'Inclusive Education' is added in the curriculum to enable the teacher trainees to understand the concept, the need, characteristics, importance of inclusive education and problems of challenged children so that teacher trainee- teachers exhibit concern and awareness regarding teacher trainees with special needs.

Most of the B. Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. The theory papers like Education in New Times and Psychology of Development and Learning mainly focus on this area.

In the course, various basic concepts in relation to society, social interactions and social barriers are discussed while in the course Psychology of Development and Learning the units such as intelligence, individual differences, inclusive education, classroom interaction are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practicals, 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.

Course related practical like psychological experiments, administration of psychological test, study of exclusive school plant, technology based practical, development of self instructional material, content cum methodology practical develop the insight among the teacher trainee regarding the diversity and equity in teaching learning process and their role in the schools.

Practice teaching as well as internship program gives them 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

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse teacher trainee needs by the following ways:

- **1. Selection of the faculty:** The institution is well reputed. Therefore, highly qualified candidates apply for the post of lecturers. Among these knowledgeable candidates, the experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainee needs.
- 2. Training of the faculty under experienced teacher educators: These selected lecturers are trained under the able guidance of the well experienced teacher educators of this institution by discussion, sharing views, feedback of the teacher trainees and experiences of the teacher educators in the staff meetings formally and informally.
- **3. Participation in professional development program:** Our faculty members participate in the professional development program like conferences, workshops, symposia at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues. Some of them also participate in these professional development programs as resource persons and disseminate the knowledge. Our faculty members also write conceptual, empirical and research articles.
- **4. Interactions with the teacher trainees:** The institution has a separate mechanism known as Mentor Scheme, in which there are monthly interactions of the teacher trainees with their parent teacher occur. In these meetings, diverse teacher trainee needs are identified and accordingly the guidance and counseling is provided to the teacher trainee-teachers.

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

The institution takes efforts to help the teacher trainees to develop their knowledge and skills related to diversity and inclusion. It also takes efforts to provide opportunities to the teacher trainees for applying this knowledge and skills effectively in classroom situations. The efforts are as follows: -

- 1. Providing knowledge through theoretical component: -Through the theory components of the curriculum, the knowledge regarding diversity and inclusion is provided to the teacher trainee-teacher in Course of the B.Ed. and M.Ed. syllabus. They are useful for developing the knowledge. Experts are invited to deliver lectures for the same.
- **2. Providing knowledge through practical component: -** The knowledge regarding diversity and inclusion is provided to the teacher trainees through practical assignments and visits related to the theory course and sessional work.

The institution also organizes visits to various special schools (schools for visually impaired, hearing impaired schools, schools for gifted teacher trainees, schools for slow learners) and orphanages to get first hand information and experiences regarding diversity and inclusion.

3. Developing skills through demonstrations given by teacher educators and teachers: -

The teacher educators develop the skills of teacher trainees regarding the diversity and inclusion through live demonstration during their teaching sessions, microteaching and simulation lessons with teacher trainees and special teacher trainees. Our teacher trainees observes the lessons of school teachers and peer group members through which give them an idea about the proper interaction with diverse teacher trainees and special teacher trainees and the nature of inclusion.

Actual use of knowledge and skills:

The knowledge gained and skills acquired by the teacher trainee- teachers are used in the classroom situations during practice teaching and internship. In this way, the teacher trainee- teachers get an opportunity to apply the required knowledge and skills.

Beside this, teacher trainees observe the schools during the practice teaching and internship. They also observe the infrastructural facilities provided to the special children.

2.3 Teaching-Learning Process

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

The institution emphasizes interactive teaching-learning to a greater extent. The topic to be taught is put at the centre and students are encouraged to think about all dimensions of the topic providing certain clues. They collect and review the information provided and form generalizations, draw some inferences or sometimes interpret the concepts in their own words.

The teacher educator analyses the unit, identifies areas of discussion, frames certain tasks, enlists topics for group discussions, makes arrangement for presentation of reports based on group activities, projected work serves the discussion in classroom.

Sr. No.	Learning Resource Activities	Students' Role
1	Micro Teaching	Teach-Feedback- Replan – Reteach to adopt the mastery over the respective 5 teaching skills & one integrated lesson.
2	Models of Teaching	Student teaches two models from the five models.
3	Classroom Teaching	Preparation, teaching and feedback of 22 practice lesson
4	Observation of teaching	Observes 30 various subject lessons and experienced school teachers teaching.
5	Field work based on community	To establish rapport with the community as per provision made in the curriculum
6	Creativity and Personality Development	The College arranges the lectures and activity oriented programmes on the physical, mental and intellectual development of student teachers. Student teachers participate, organize & execute various competitions', cultural programmes etc.
7	Tutorial	Preparation & Assesment of 12 tutorials & help the students to overcome their difficulties and for problem solving as well as to go deep into the subject.
8	Physical Education	There is a provision for physical education theory and practices in the college.
9	Internal Examination	First term , Midterm & Preliminary Examinations

10	Internship	Two week teaching programme with various activities completed in focus group .Total focus group plays a role of teacher & other school stakeholders.
11	Library services	The College library provides encyclopedias, reference books, research surveys, hand books, university acts and statutes and Secondary school code etc. as per their requirements & they refer it.
12	Computers (Internet)	The students have been provided with the computer facility (with CD's and internet) throughout the year for their practical work & one I.T. based lesson
13	Science laboratory	The students do the experiment prior to their practice teaching.
14	Psychology laboratory	The student teacher participate as well as conduct psychological experiments.
15	Simulation	Two lessons in peer group in college in classroom situation
16	Study room facility	Separate Reading Room is available. Classrooms are used as study-room after regular working whenever needed.
17	Action Research	Use of learner centered method.
18	Individual Projects	Projects such as Survey of Tribal School, Special School, Ideal School
19	Peer Evaluation	Student Teachers' lesson observation by Peers.

Even in the use of lecture method, students are involved. This method is made more interactive by the inclusion of questions, students' participation, summarizing, sectional recapitulations, frequent reviews, short discussions on the points, sub-points.

2.3.2. How is 'learning' made student-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 students?

The learner-centered methods practically used are –

- Group Discussion
- Role playing
- Project method
- Brain storming
- Simulation
- Seminar

- Field survey
- Symposium
- Communication
- Team-teaching
- Co-operative Learning

The teacher educator selects appropriate learner-centered method suitable for content.

Sr.	Participatory Learning	Contribution to Self Management of
No.	Activities	Knowledge and Skill Development
1	Seminars	Referring listed Bibliography for
		collection of Information from syllabus
		and Internet
2	Assignments and Tutorials	Referring listed Bibliography for
		collection of Information from syllabus
		and Internet
3	Project Work	Self Learning and Collaborative
		Learning
4	Micro. Simulation and	Peer Teaching and Peer Evaluation.
	IT.Lessons	
5	Exhibitions	Platform for Creativity
6	Preparation of Teaching Aids	Training to make various types of
		Teaching Aids in their respective
		teaching subjects.
		Organising an Exhibition of Teaching
		Aids prepared in the workshop
7	Co-Curricular. Curricular,	Organisation of activities such as
	Extra-Curricular and Student	cultural programmes, debate
	Welfare activities	Symposium, Pannel Discussion,
		Seminars, Workshop, Excurtions and
		Educational Tours, etc.
		Management of Multi-Purpose hall,
		Play ground, Public address
		system,OHP, LCD Projector,etc
8	SUPW	Platform for Creativity

Such activities contribute to self management of knowledge development, skill information in the student –teacher and provides requisite platform to the student –teacher to become confident and self- reliant.

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

A) Collaborative Learning

Collaborative learning is an approach, where knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles.

Learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other.

Use: - CCM workshop, Internship Programme, SUPW, Curricular Activities etc.

B) Co-operative Learning

Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds. Social Skills include listening, body language, sharing, accepting ideas and differences, etc. being developed during the group work.

Use: - Cultural Activities, Models of Teaching, CCM workshop, Internship Programme, SUPW, Curricular Activities etc.

C)Blended Learning

Blended learning gives learners and teachers a potential environment to learn and teach more effectively. Mixing of different learning environments and Combination of technology-based materials and face-to-face sessions to present content Ex. m-learning, e-learning, u-learning etc

Use: - m-learning, e-learning, u-learning, ICT Lessons, PPTs, OHP etc

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

Yes. The details for models of teaching as follows:

Models of Teaching

To make the learner familiar with these models, workshop is organized. Student teachers are oriented in theory of the model alongwith the demonstration lesson.

Therefore the students have to **take two lessons** as per Syllabus (one in each method), but they are encouraged to take more as possible.

The six models are –

- Concept attainment model
- Inductive thinking model
- Advance organizer model
- Inquiry Training Model
- Simulation model
- Role playing model

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

Yes.

In Microteaching there are fourteen skills divided in five different groups. Students have to select five weaker skills which are diagnosed in diagnostic session.

Five different groups comprises are as follows:

- 1. Set Induction / Closure
- 2. Teacher Response/Reinforcement/ Stimulus Variations / Demonstration
- 3. Explanation / Narration
- 4. Probing questions/ Fluency in questioning/Feedback Questioning / Open Questions
- 5. Black Board Writing / Use of A.V. Aids

Teach and re-teach session of **five** micro lessons are conducted on peer groups and **two** lessons are completed by each student for each skill.

Integration Lessons

After acquiring mastery over **five** skills, the student teacher has to give **one** lesson of 15 to 20 minutes duration by integrating five skills.

Simulation Lessons

The student teacher completes two lessons of 35 minutes in peer groups in classroom situation.

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

Classroom teaching has three main phases:

Process of Practice teaching in schools

- 1. Pre-teaching
- 2. During Teaching
- 3. Post- teaching/Feedback mechanism

1. Pre - Teaching:-

- Allotment of lessons in various schools
- General instructions regarding getting units, preparing lesson plans, receiving guidance
- Student teacher visits the school.
- Gets a teaching unit
- Discussions with the school subject teacher about teaching methodology, teaching aids, support material, suitable examples.
- Student teacher visits the school.
- Students are encouraged to use suitable methods of teaching by Teacher Educators while guidance for lesson plans.assesments of plan and guidance.

2. During teaching

This stage is related to activities of the student teacher in the classroom.

Student Teacher's teaching

- introduces the unit
- presents the content with the help of experiences using different types of
 A. V. aids, techniques and approaches and makes efforts students
 understand the content.
- uses comprehensive questions of all types covering cognitive, affective and psychomotor domains
- Evaluation.
- gives assignments to pupils

Lesson Observation

- Teacher Educator observes the lesson
- Peer Group observes the lesson
- Observations are noted in the form of strengths and weaknesses.

3. Post Teaching / Feedback Mechanism

Feedback by Peer Group

- Sharing of their experiences
- More attention to their peer's remarks.
- Suggestions are based on the presentation, classroom behaviour, impact and overall management.

Feedback by Teacher Educator

- Discusses on the strengths & weaknesses
- Appreciation of good performances
- Counseling on weaker points
- Lessons those are not up to the mark are cancelled.

Thus, from **peer and teacher educator's feedback**, the student teacher learns about teaching. All suggestions are valuable for improvement.

Allotment of Lessons

 Students are allotted when practice schools are available with first and second method.

Lessons observations by the Teacher Educators

All Lessons are observed.

Peers/School Teachers

- Peers observe the lessons (Minimum 30 lessons)
- School teachers observe the lessons in internship programme.

Monitoring Mechanisms of Lesson Plans

- Lesson department allots practice lessons to student teachers.
- As per the allotted lessons student teacher visits the school and meets the subject teacher.

- The subject teacher gives the content/subunit for teaching the lesson and student teacher discusses about methodology, teaching aids,
- learning experiences, evaluation, support material etc with the subject teacher.
- The student teacher prepares the rough lesson plan as per the discussion with school teacher and the faculty.
- Observer checks the rough lesson plan in presence of the student teacher and gives the necessary suggestions.
- After that student teacher prepares the final lesson plan.

Examination of Practice Teaching

- Each student teacher takes one annual lesson of each method (Total two)
- The annual lessons are examined by Internal and External (experienced school teachers) examiners.
- Marks are communicated to University.

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

Internship Programme

Mastery of teaching is not enough to be a successful teacher. Teacher has to shoulder many responsibilities other than teaching. The pre-service training will complete, only if the student teacher have adequate knowledge and skills required. The purpose of the programme is to prepare the student teacher professionally competent.

Objectives

To enable the student teacher to

- Communicate the information regarding duties of the teacher other than teaching.
- Plan and execute the Internship Programme.
- Plan and organize the co-curricular activities.
- Make familiar with the qualities of a successful teacher.
- Prepare positive attitude towards teaching profession.

Structure of the Internship Programme

a) Selection of Schools

Internship programme is organized in the 04 rural practicing schools. The programme is chalked out in consultation with the Head Masters of the concerned practicing school. There is choice to the student teacher to select the school. The college allots the students in group as per their preferences.

b) Duration

Internship Programme is organized in the month of January for two weeks.

c) Work Strategies before Internship Programme

- Discussion about the Planning of IP with the Principal, faculty and School
- Instruction to students about IP
- Allotment of the students in groups
- Planning of the schedule
- Preparation of Time table
- Communicating the plan to the Headmasters
- Assigning the roles of school authorities

d) Work to be done during Internship Programme

- The meeting of group with Head master, Supervisor, Teachers and Group teacher
- 2. Organizing morning assembly
- 3. Preparing lesson plan and have guidance
- 4. Getting guidance and feedback from experienced teachers
- 5. Practice (Block)teaching of 5+5 Lessons and Lesson observation
- 6. Observation of two lessons of experienced teacher
- 7. Participation in value education, work experience and social services.
- 8. Preparation of unit plan and unit test.
- 9. Assessment of answer books and preparation of results.
- 10. Assessment of tutorial/ Home assignments
- 11. Administer the psychological testing
- 12. Guidance and Counseling to Small Groups
- 13. Teaching in bulletin period (Teaching for absentee arrangement)
- 14. Maintaining attendance register

- 15. Firsthand experience of record keeping and maintenance of stock registers.
- 16. Visit to the Library, Laboratory and Computer Lab of the school and observation of the registers.
- 17. Organization of Inter class competition, cultural programmes, sports etc.

e) Report Writing

Report consists following items:

- Morning assembly
- Bulletin period
- Organisation co-curricular activities
- Organisation sports/games
- Observation of records/library/classrooms and Laboratory
- Preparation of time table
- Responsibility and live experience in the school
- Unit test result.
- Short lesson Plans
- Programme Sheet of active participation in SUPW/MCC
- Submission of the report after completing the programme

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 practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

A meeting of the Headmasters of the practicing schools on following points

- Co-operation of the subject teacher to plan and implement the practice teaching programme with respect to the time table, the unit content
- Changes in the teacher education programme, teaching methodology, nature of practice teaching, techniques of evaluation, and innovations in education
- Expectations of schools by the college

School teacher's role in practice teaching programme

- To allot the unit content to student teachers
- To guide the student teacher regarding methodology, teaching aids, learning experiences, evaluation, support material etc
- To observe the lesson and give feedback

Mentor Teacher's role in practice teaching programme

- To allot the lesson to the student teacher
- To provide lesson guidance
- To observe the lesson and give feedback

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

To meet the diverse learning needs of the students in schools, the Institute prepares the student teachers regarding to: -

- Use proper methods
- Use ICT in school activities
- Make suitable arrangement of class
- Demo lessons by the experts
- Conduct action research
- Guide the small groups
- Arrange co-curricular activities
- Develop life skills
- Inculcate study habits
- Be sensitive to know others
- Work together as well as independently
- Inculcate collaborative and cooperative work culture

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

- Organisation of workshop on preparation of projected and non-projected
 A. V. aids
- Demonstrations of experienced school teachers on A. V. aids
- Guidance for use of A. V. aids in practice teaching

- Organisation of workshop on ICT
- Demonstration of ICT lessons by the faculty
- Encouragement to use computer and internet
- Organisation of exhibition of A. V. aids and ICT used in practices

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.

For more please refer 2.3.8

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

The ratio of student teachers to practice teaching schools is -

100: 14 (14:1 approximately)

Primary and secondary schools are selected for practice teaching purposely.

These schools are selected on following basis:

- Rural Area
- Urban Area
- Girls' Schools
- Co-education
- Co-operation of the schools

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

The Feedback Mechanism for:

Teaching Practices

Students get feedback to improve teaching in –

- Micro-teaching, simulated teaching, practice teaching, CCM, Models of teaching, ICT and Block Teaching.
- Students get feedback to improve teaching by –
- Teacher educator, peer group, school teachers.
- Students get feedback to improve teaching in the form of –

 Rating Scale, Observations, Schedule, Informal discussions and Suggestions

Academic Performance

Students get feedback to improve academic performance in-

- Tutorial, Mid-Term Examination, Preliminary Examination, Psychological Experiments, Oral Examination and Practicum
- Students get feedback to improve academic performance by –
- Mentors, Subject Teachers, School Teachers and Headmasters
- Students get feedback to improve academic performance in the form of-
- Guidance and Counseling, Informal Discussions, Encouragement

Co-curricular activities

Students get feedback to improve performance in Co-curricular activities like –

- Organising Functions, Tour and Picnic, Surveys, Morning Assembly,
 Organising Sports and Games, Competitions, Social Services, Work
 Experiences etc.
- Students get feedback to improve performance in Co-curricular activities
 by –
- Mentors, School Teachers and Headmasters
- Students get feedback to improve performance in Co-curricular activities in the form of –
- Observations, Informal Discussions, Encouragement Students get immediate feedback after completion of each activity from concerned people which help them to improve their performance. This performance reflects in university examinations, priority in placements, their achievements and their relation to the institute etc. Our ex-student teachers are called commitment oriented teachers by the employers.

2.4.4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The institution ensures that the student teachers are updated on policy directions and educational needs of the schools by observing his contribution in:

- Adopting new methods and techniques
- Observations of Lessons
- Adoption of ICT
- Writing articles and papers
- Presentation of papers in Seminars and conferences
- Publication
- Display of posters, wall papers
- Action researches
- Social services
- Activities of GOs and NGOs
- Debating
- School activities
- College activities
- Technological Up gradation

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

The students keep pace with the recent developments in the school subjects and teaching methodologies by-

- Lectures of the teachers and eminent persons
- Involvement in workshops and Seminars
- Conducting action researches
- Writing articles and papers
- Presentation of papers in Seminars and conferences
- Publication of papers
- Display of wall papers and posters
- Participation in debates

- Participation in competitions
- Browsing internet
- Visit to educational institutes

The faculty keeps pace with the recent developments in the school subjects and teaching methodologies by-

- Involvement in workshops and Seminars organised by GOs and Educational Institutions
- Presentation of papers in Seminars and conferences
- Writing articles and papers
- Publication of papers and books
- Participation in orientation and refresher courses
- Browsing internet
- Visit to educational institutes, libraries and research centers

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 following initiatives are undertaken in the institution for Faculty Development by encouraging to:

- Participate in Seminars, workshops and Conferences
- Publish papers, articles and books
- Represent in University Bodies.
- Design the Curriculum
- Spare teachers for guest lecturing.
- Use of the Internet
- Participate in Orientation and refresher courses
- Arrange guidance from Sanstha Authorities and Retired Persons to develop work culture and professional efficiency

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

Yes.

Research Article Award

The institution awards Rs. 1000/- for each published research article in national& international journals having ISSN / ISBN number.

Motivation Mechanism

- Felicitation of teachers on the occasion of National Teachers Day
- Motivation for publishing the articles
- Informal felicitation at tea time.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.) The barriers to student learning's are identified, communicated and addressed by following way-

Feed -Back Programmes

In the feedback session the students are divided in four groups (distinction, first class, second-class and the failures) according to their achievement in terminal exam for face to face guidance. They are asked to note their difficulties in the feedback form developed by the college. Thereafter, according to the needs and difficulties in study or understanding of a subject, faculty suggests remedies and provides individual guidance to the student teachers

Suggestion Box

The suggestions received from the students serve the purpose to solve the difficulties in connection with academic, administrative and residential aspects.

Mentor Scheme

Informal discussions are held regarding barriers related to students learning.

The institute takes action to remove the barriers & provides the following facilities to students -

1. Improvement in teaching-learning strategies

- 2. Improvement in learning facilities
- Improvement in Library services like book bank, Addition of reference books, etc.
- 4. Provision of personal guidance to address students' problems.
- 5. Availability of the study room

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

Modes of Assessment

The assessment is formative and summative, quantitative and qualitative in nature.

A) Internal Assessment

- Observation of teaching performance using schedules with rating scales, both in simulated and real classroom contexts, for assessing performance skills and competencies.
- Observation of the student teachers in various contexts of teacher education such as participation in seminars, cultural activities, community services, SUPW etc.
- Records/Reports are maintained by the student teachers of school based experiences, project work related to theory papers, community services, yoga & health education, SUPW, various workshops etc.
- Seminar presentations for assessing ability to review, record, reorganize and present their work.
- Tutorial assessment
- Internship Programme
- Models of Teaching
- C. C. M.

B) First Term Evaluation

Internal examination conducted by the institute

C) Midterm Assessment

After completion of 45 % syllabus, the midterm examination is conducted by institution.

D) Second Term Evaluation

After completion of syllabus, preliminary examination is being conducted by institution as per university norms.

E) External Evaluation

The external examiners (experienced school teachers) evaluate final lesson examination & viva-voce as per the guidelines of Shivaji University, Kolhapur.

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

The assessment/evaluation process used in improving the performance of the students and curriculum transaction by:

1. Feed-Back Programmes

(For details pl. refer 2.5.1)

2. Analysis of the Result

After declaration of university results, statistical analysis is completed and strength as well as weaknesses is discussed in staff meeting which serves the purpose of developing action plan for next year.

3. The standard of practical work

The assessment of practical work is done by considering originality, creativity, organization, sequence of the content and the overall impression. The process concerned gives feed-back to faculty for maintaining the quality of the practical work.

4. School Teacher's Reactions

Teachers from different schools help teacher educators in observation of student teachers lessons. They can well judge the students' performance in teaching. Discussions with these teachers make us clear to what extent the student teacher has achieved the teaching skills and effective ways of communication. These discussions clarify the areas in which more progress is needed.

5. Practice Lesson Examination

The external examiners (experienced school teacher) give the written feedback about teaching, use of educational aids, acquiring skills, student's behavior etc.

3. Comprehensive Viva-voce

The external examiners and internal examiners(teacher educators) take comprehensive viva- voce which is related to practicum preparation, communication ability, presentation of knowledge etc.

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

The cumulative mark sheets of different exams are prepared on computer and these mark sheets are analyzed to see the students overall and subject wise progress.

In micro-teaching cell-phone camera is used for recording the student's lesson. Later the recorded clips are analysed and suggestions are given to students to enrich that micro skill

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?

a) Teaching-Learning

- Use of ICT
- Learner-Centered Methods

b) Evaluation

- Visual Feedback
- Peer evaluation
- Additional written examinations
- Subject knowledge Test
- Skill Diagnostic Programme
- Small Group Guidance
- Motivation Mechanism

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

- Use of ICT
- Collaborative Learning
- Co-operative Learning
- Use of instructional technology i.e. multi-media, including LCD
- Humble attempt to provide visual-feedback on micro teaching skills

- I.T. Based lessons in peer group and also in school situation in internship programme
- Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment
- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

Observations made by the Peer Team & Institution acted upon these points are as follow

The practice Teaching lessons need to be increased and improved by providing concrete feedback to the students through the use of Digital Video Camera.

1. The practice Teaching lessons are increased and improved by providing concrete feedback to the students through the use of Digital Video Camera.

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?

- The principal and the research cell of the institution always guide and motivate the faculty f or research activities.
- The faculty members are awarded Rs.1000 for publishing paper in national and international research journal having ISSN/ISBN numbers.
- The staff academy felicitates and encourages the faculty for publishing educational articles, papers etc.
- Felicitation on the occasion of teacher's day, those who acquire Ph. D. and other qualification /Degrees.
- The publication department displays the articles and research papers on the notice board.
- Time being adjustment is made to encourage the faculty to participate in seminars, workshop, symposia, etc.
- Provision and availability of various periodicals, encyclopedias, research volumes, journals & reference books is made in the library.
- Separate stack section is established for research students.

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

- 1. Teaching learning process
- 2. Teacher Education
- 3. Human Rights
- 4. New trends in Education
- 5. Interdisciplinary Research
- 6. Educational Administration and Planning
- 7. Educational psychology
- 8. Literature

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

Yes.

- The faculty and student teachers became aware of educational problems, methods of solving the problems.
- It is beneficial to various schools in rural and urban areas.
- The research attitude is developed among student teachers.
- The healthy relationship is formed between faculty and student teachers.
- Academic and administrative process is enhanced.
- There is improvement of content knowledge of various subjects, diagnostic testing and remedial teaching among the students.
- Near about 800 action researches are completed in last five years by the student teachers and the faculty.
- Approximately 300 D.S.M students (Y.C.M.O.U sponsored course) have completed their action researches.

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

Sr.No	Title	2009-10	2010-11	2011-12	2012-13	2013-14
		I	Attended			
1	Conference	ı	-	-	-	-
2	Seminar	23	23	-	23	13
3	Workshop	-	-	-	-	-
	Organized by institute					
1	Conference	ı	-	-	-	-
2	Seminar	1	1	-	1	1
3	Workshop	-	-	1	-	-
	Total	24	24	1	24	14

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.

Sr.No.	Subject Area	Material develop and used
1	Models of teaching	Theory & classroom teaching
2	Cabaal subject	PPTs, A.V. Aids, transparencies,
2	School subject	Flannel board ,Models.
3	I.T.	PPTs,Multimedia.
4	Environmental Education	Multicoloured Photographic
4	Environmental Education	Transparencies.

3.2.2. Give details on facilitates available with the institution for developing instructional materials?

Reference Section

- IT Lab.
- E. T. Laboratory
- Psychology Lab
- Guidance & Counseling Cell.
- Science Lab

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

Yes.

The Students and Teachers have prepared-

- PPTs in school subjects
- Transferences
- Multimedia package.

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

- a) Organised by the institution
- b) Attended by the staff
- c) Training provided to the staff

The details are as follows:-

a. Organised by the institution

A.V. Aids Workshop, Evaluation workshop, CCM workshop, SUPW and Models of teaching.

b. Attended by the staff-

All the faculty members actively involved in different workshops, orientation programmes, refresher courses organized by Aurangabad, Hyderabad & Goa University etc.

c. Training provided to the staff-

All the faculty members are provided training through different workshops, orientation programmes and refresher courses

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

- Edu Track
- Shikshan Sankraman
- Shikshan Aani Samaj
- Saptahik Vartamanch
- General Knowledge
- Teachers of the world
- Indian Stream Research Journal
- ShikshakMitra
- Bharatiya Shikshan
- Shikshan Samiksha
- Shikshan Ani Parivartan
- Maitrichya Palikade

3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.

Nil

3.2.7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

Nil

3.3 Consultancy

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

Yes

The list of consultancy services provided by the institution in last five years is given below:

Sr	Consultancy	Beneficiaries		
1	Psychological	Boys and girls of Teen age., School pupils		
	testing	,Student teacher		
2	Guidance and	College students, D.T.Ed. B.Ed. M.Ed.&		
	counseling	D.S.M. student		
3	Resourse person	Secondary and Primary School teachers,		
		D.T.Ed. B.Ed. M.Ed.& D.S.M.Student		
4	Guest lecture	Secondary School pupils ,student of other		
		college, D.T.Ed Student teacher, School teacher		
5	Working with NGOs	School pupils, School teacher		
6	Faculty Member	TET, SET, NET student		

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

Yes.

Faculty/staff members of the institute competent to undertake consultancy List of the areas of competency of staff member:

Sr no	Name	Area of competancy	
1	Dr. Gulavani M.V.	Guidance & councelling Personality	
1	Di. Gulavalli Ivi. V.	development ,Literature ,philosophy.English	
2	Teradale S.H.	Learning resources ,History	
3	Jadhav R.M.	Lerner and lerning ,Geography	
4	Patil S.N.	Teaching: Approaches & strategies, Science	
5	Dashavant P.R.	Evolutionary perspective of	
3	Dasnavani P.K.	education,I.T.Marathi.	
6	Salve S.S.	Education and development ,English .	
7	Mali A.S.	Classroom organization & management, Hindi.	
8	Atre p.p.	Assessment & evalution of learning	
9	Yadav M.B.	Research	
10	Mohite N.B.	Psychology	

11	Khot S.A.	I.T.

The steps initiated by the institution to publicize the available expertise:-

- Responding to the school requirements
- Participating in activities of GOs and NGOs
- Publishing in Magazines, News Papers
- Website Publication
- Display Board
- Mouth publicity
- 3.3.3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?
 - Sometimes, if the remuneration is given, it is donated to the respective schools and colleges.
- 3.3.4. How does the institution use the revenue generated through consultancy?

As above

- 3.4 Extension Activities
- 3.4.1 How has the local community benefited from the institution?

 (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

Local community is benefited from the institution by following ways:

- Environmental awareness
- Personality Development
- Educational Research
- Awareness about health and hygiene
- Use of library and physical facility
- Educational guidance and counseling
- Eradication of Superstitions
- Acquaintance with disaster management

- Awareness about Cleanliness through Oath of Cleanliness and Gram Swachhata Abhiyan
- Awareness about the role of teacher and accountability
- Development of scientific attitude and rational thinking
- Directions to find solutions on personal and institutional academic problems
- Awareness about cultural and national heritage, social issues, human rights etc

3.4.2 How has the institution benefited from the community? (Community Institution has benefited from the Community by following ways:

- Experts from the community give their expertise to the Institute
- Financial help is given from the society to the Institute.
- Inculcation of social awareness through different lectures.
- Workshops and lectures are delivered for Personality development of student teachers
- Awareness about present need of the schools
- Awareness of inclusive education among students
- Feedback to institution for quality improvement

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

- Continuation of existing programmes
- Organisation of placement camps for student
- Organisation of workshops and seminars

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.

- Social awareness
- Road shows and Rallies
- Guidance and counseling
- Visit to institutions and working places

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

The institution develops social and citizenship values and skills among its students through:

- Mentor scheme
- Activities of NGOs
- Street plays and Rallies
- Guidance and counseling
- Organisation of cultural activities
- Activities in Internship programme
- Visit to institutions and working places
- Theory paper instructions
- Social service activities

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. Detail the benefits resulted out of such linkages.

Linkages with National Government and Non-Government Organizations:

- AIU, New Delhi
- NCERT
- NCTE
- UGC
- YCMOU
- NAB

The benefits resulted out of such linkages:

- Guidance
- Faculty Development
- Research and extension activities

- Awareness about aids, society, culture, environment, global issues, superstition etc.
- 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?
 - Curriculum Development
 - Teaching
 - Training
 - Practice Teaching
 - Research
 - Consultancy
 - Publication
 - Student Placement

The above linkage have major contribution:

- 1. Curriculum & Training
- Organisation of workshop on New curriculum 2014

2. Research

- Faculty Development
- Enrichment of library

3. Teaching

- Use of ICT
- Student centered innovative Practices

4. Practice Teaching

- Student centered innovative Practices
- Internship programme

5. Consultancy

- Guidance and counseling
- Opportunity to faculty for consultancy

6. Student Placement

- Guidance and counseling
- Job opportunities

7. Publication

- Publishing literature
- Publishing the books

8. Training

- Faculty development
- Use of ICT
- Guidance and counseling

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

The institution is closely linked with the school sector through:

- Sah- vichar sabha
- Practice teaching
- Intership programme
- D.S.M Course
- Action researches
- Alumni Association
- Subject teacher associations
- Guest lectures
- Zilla Parishad (District Education Office)
- Parent Institution
- School-college forum

- 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.
 - Annual planning of practice teaching is framed in 'school-college forum'
 - Faculties plan and implement the practice teaching programme with the Co-operation of teachers and other school personnel
 - The faculties and the school teachers give the content to student teachers and guide the student teacher on methodology, teaching aids, learning experiences, evaluation, support material etc
 - The faculties and the school teachers observe the lesson and give feedback
 - The faculties and the school teachers Evaluate the annual practice teaching examination
 - The faculty delivers the lectures for schoolteachers on innovative teaching methods in internship programme

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

Collaboration with school faculty through-

- Guests Lectures
- Evaluation
- Lesson Guidance
- Practice Teaching
- Guidance and Counseling

Collaboration with other college faculty -

- Guest Lectures
- Evaluation
- Activities of Lead College
- NAAC Consultancy
- Guidance and Counseling
- Research and Extension

Collaboration with University Faculty:-

- Expertise
- Curriculum Development

- Evaluation
- Guidance and Counseling
- Research

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 the last five years?
 - Increasing Research Scholars by motivating the staff.
 - Increasing Number of Publications
 - Awards for publications
 - Enhanced participation in Faculty Development Programme
 - Use of ICT
 - School College Forum
 - Guidance to D.S.M.. Students of Y. C. M. O. U., Nasik.
- 3.6.2. What are significant innovations / good practices in Research,
 Consultancy and Extension activities of the institution?

Research

- Paper presentations
- Increasing Research Scholars by motivating the staff.
- Increasing Number of Publications
- Action researches by student teachers
- Award on publication of research paper in international journal

Consultancy: -

- Guidance and Counseling Cell
- Activities of Psychological Resources Center
- Publication of educational and social articles

Extension:-

- Organisation of State Level Seminar and workshop
- Participation in Activities of Extension Services Center
- Activities in Internship Programme

- Participation in Activities of GOs and NGOs
- Participation in Activities of Parent Institution
- Participation in Activities of University

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

- 1) What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?
 - College have encouraged to all teacher to write & publish articles & papers.
 - College has given to all teacher 5000 Rs per year for conference /workshop /seminar registration fees or T.A.
- 2) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.
 - Use of ICT
 - Publications
 - Library Facility
 - School College Forum
 - Awards for publications
 - Fulfill the teaching staff
 - Organisation of Seminar and workshop
 - Participation in Faculty Development Programme
 - Upgradation of Psychology, Science, Computer Labs.

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.

Yes.

The institute has 3 acres (7284.30 sq. mtrs.) owned land.

- 1. The total built up area of the institute is **3839.76** Sq. Mtrs.
- 2. Facilities:-
 - Four classrooms
 - Library cum reading room
 - ICT Lab
 - Psychology Lab
 - Principal's office
 - Staff Room
 - Administrative Office
 - Girl's common room
 - Parking space
 - Store rooms
 - Multipurpose Hall
 - Open Space
 - Garden
 - Science Lab
 - Separate toilet facility for Boys and girls
- 3. Game facilities
- 4. Safe Guards against fire
- 5. Barrier free campus

The amount invested by the institution for developing the infrastructure:-

- 1. Before NAAC Accreditation :- Rs.-
- 2. After NAAC Accreditation :- Rs.- 69.42.524/-

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

The intake of B. Ed. regular course is 100 students

- The institute runs B. Ed.(regular) and D.S.M courses of YCMOU, Nasik having 120 intake respectively. D.S.M. are conducted on holidays and vacations.
- To augment this academic growth the institute uses its infrastructure at optimum extent.
- The institute has four lecture halls. These are also used as method Rooms, multipurpose hall, Meeting Hall etc.
- All the rooms of the main building (excluding principal's cabin and Office), psychology and science Lab are used for different programmes in practical works i.e. micro teaching, simulation, models of teaching, evaluation workshop and personality development programmes etc
- 4.1.3. List of the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports. The list of the infrastructure facilities available:-
 - Lecture Halls
 - Multipurpose Hall
 - Play Ground
 - Open Space in the Campus
- 4.1.4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

Infrastructural facilities are provided -

To In-service training programmes organized by-

- District Education Office, Z.P. Sangli
- Yashwantrao Chavan Maharashtra Open Unviersity, Nasik (only D.S.M.)

To the activities of GOs and NGOs-

• Public Elections

- University and Govt. examinations
- Activities of the Parent institute
- Subject Teacher's Associations
- Alumni
- Activities of NGOs

Library facility

Library facility is made available for –

- Research Scholars
- Other readers
- M. Ed. Students
- Parent Institute
- Staff of the Teacher Education Institutes
- 4.1.5. Give details on the facilities available with the institution 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.)

Rest room and Washroom for men and women,

- Independent Common Rooms are available for ladies and gents students.
- Health services are provided in collaboration with the civil Hospital and other specialist doctors.
- Physical check up and Hb., blood groups, ECG check up camps are organized.
- 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.

No

4.2 Maintenance of Infrastructure

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

Sr.	Typo	Year 2009-2014 Alloted			Total	Spant
No.	Type	D.T.Ed	B.Ed.	M.Ed.	Alloted	Spent
1	Psychology Lab	-	10000	17000	27000	-
2	Computer maintenance	-	80000	140000	220000	94660
3	Laboratory Equipment	-	10000	45000	55000	-
4	E.T. Lab	-	10000	34000	44000	
5	Educational Aids	-	55000	30000	85000	43277
6	Machinary	-	-	-	-	177990
7	Sport Equipment	19094	ı	1	-	19094
8	Furniture	219440	-	-	-	454100

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

Sr No.	Room No	Infrastucture	Purpose of Use
1	1	Sanstha office	Meeting
2	2	Principal room	Office work
3	3	Office	Office work
4	4	Sport Room	Sport material
5	5	Lecture Hall	General Lecture
6	6	M.Ed. Classroom	General Lecture
7	7	Strong room	University Exam work
8	8	Store Room	Store material
9	9	Staff room	Guidance Room
10	10-14	Method Room	Method wise Lectures
11	15	Ladies Room	Rest room
12	16	Ladies toilet	Ladies use
13	17	Gents toilet	Gents use
14	18	I.T. Lab	I.T. practical
15	19	E.T. Lab	E.T. Practical

16	20	Psychology Lab	Psychology Practical
17	21	Science Lab	Science Practical
18	22	Art & craft Room	Exhibition
19	23	Gents Room	Gents Use
20	24	Ladies toilet	Ladies use
21	25	Gents toilet	Gents use

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

The following Activities are initiated considering the environmental issues:-

- Conservation and Trees Plantation in the campus.
- Beautification of the campus.
- Maintenance of indoor & outdoor cleanliness.
- 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 (materials collection and media/computer services)?

Yes

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.).

(Number of books – volumes and titles, journals – national and international, magazines, audio visual teaching – learning resources, software, internet access, etc)

The Library has -

Books: 10975

Magazines e-journals: 51

A-V aids : 61,

Atlas, Maps: 142,

Flannel boards: 25,

Rolling boards : 175

- There is considerable collection of A. V. Aids, CDs, VCDs, Auto Learning CDs.
- Internet connections are available in the library.
- 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.

Yes.

Composition of Library Committee:-

It is formed according to the Maharashtra Universities Act, 1994

- 1. President
- 2. Subject Expert
- 3. Subject Expert
- 4. Member
- 5. Member
- 6. Secretary (Librarian)

Functions of Library Committee

- 1. To decide and adopt policies to govern the library.
- 2. To prepare rules and regulations of the library.
- 3. To approve the annual report of the library.
- 4. To utilize the funds properly.
- 5. To redress the grievances if any.

Meetings of the committee are arranged periodically i.e. half yearly.

4.3.4. Is your library computerized? if yes, give details.

No.

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

open access facilities allowed for M.Ed. student & internet facility is available for all student .

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

NO

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

Working days of the library - 6 days per week

Working hours of the library-

- a) On working days -7.30 Hours per day (10.30) am to 6.00 pm)
- b) During vacations -7 Hours per day (10.30am to .5.30 pm)
- c) During examinations -9 Hours per day (9.00 am to 6.00 pm)

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

The new arrivals/ its jackets/Xerox copies of some articles are displayed in showcase and on 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?

Yes.

- The needy and meritorious students are provided with text books &reference books for the year.
- After completion of the university examination the books are collected from the students.

YEARWISE USERS OF BOOK BANK

Year	No. of users	Book Provided	Amount
2004-05	28	74	4975
2005-06	29	102	10016
2006-07	41	261	8525
2007-08	59	414	11925
2008-09	33	286	40275
2009-10	09	70	10726
2010-11	09	79	13505
2011-12	09	79	13125
2012-13	08	68	10420
2013-14	08	50	8395

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

- 1. Additional time span in exam
- 2. Preference for issuing books.

4.4 ICT as Learning Resource

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

Sr. No	Place	No of machine	Processor	Ram	Hard disk
1	Computer Lab	26	Intel Dual Core Processor QTY-5 5 User, X 550, N Computing device QTY-55 User,X 550	4 GB	500 GB
2	Principals Cabin	1	Intel ®Core ™2Duo CPU E4500@2.20GHz	2 GB	464 GB
3	Library	1	Intel®core TM I 3 3210 CPU @3.20.GHz	4 GB	500GB
4	Office	3	Intel®core TM I 3 3210 CPU @3.20.GHz	4 GB	500GB, 1TB 149GB
5	Printer	1	Canon 2900 B H P Lazer jet M 1215nf MFP		

Software available in the Institution.-Shree Leepi, CDs and VCDs related to personality development and curriculum.

Similarly we have a **broadband** connectivity and six **internet** connections with assistance of UGC.

The following A. V. Aids are available in the institution:-

- LCD projector
- Laptop
- T. V.

- OHP
- Slide projectors

Our teaching staff members use these facilities in their teaching, curriculum development and different workshops. The student teachers use audio video materials in practice teaching.

Following activities prove the optimum use -

- Time table of students practice hours
- Visits of the teaching staff members, research students make.

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

Yes.

Provision in university B. Ed. curriculum –

- Theory related practical work for ICT
- ICT based practice lessons.

Major skills included—

- Operating Microsoft Office
- Internet Accessing
- Designing Lesson Plan

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

- Collection of latest information useful for teaching through online and offline sources
- Guidance to students to visit different educational websites for references
- Preparation and presentation of PPT.
- Communication through e-mail.

All these technologies are used in seminars, workshops and teaching frequently.

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

Sr No	Area	Uses
1	Developing lesson plan	Intel India developed lesson plan are brought to the notice of student teacher
2	Classroom teaching	I.T. based lesson are taken in internship programme
3	Evaluation	Statistical analysis of the various test scores
4	Preparation of teaching aids	The downloaded enlarged images are used as teaching aids

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 the program), to other institutions and to the community.

Instructional Infrastructural facilities are provided in the form of -

- Library cum Reading Room
- ICT Lab
- Science Lab
- Psychology Lab
- Arts and work room
- Physical Education room
- Multipurpose Hall

Instructional Infrastructural facilities are provided -

To In-service training programmes organized by-

- District Education Office, Z.P. Sangli
- Yashwantrao Chavan Maharashtra Open University, Nasik
- DIET.

To the activities of GOs and NGOs-

- University and Govt. examinations
- Activities of the Parent institute

- Subject Teacher's Associations
- Alumni
- Activities of NGOs
- Practicing Schools
- 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 following A. V. Aids are available in the institution:-

Visual Aids

A) Non Projected B) Projected

Map Outlines VCDs

Maps LCD projector
Models Slide projector

Graphs OHP
Charts CDs

Audio Aids

- Tape Recorder
- Radios

Others

- TV
- Musical Instruments
- A workshop is organized to prepare and use A.V. aids in practice teaching.
- Students are encouraged to use the same in practice teaching.
- They are motivated by the teacher educators by using different A. V. aids in their daily classroom teaching and demonstration lessons.
- Student teachers prepare ICT based lessons and present the same in groups.

- 4.5.3. What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?
 - A) General Laboratories
 - Psychology laboratory
 - ICT Laboratory
 - Educational Technology Laboratory
 - B) Method Laboratory
 - Science Laboratory
 - Sufficient provision is made in the annual budget for each laboratory for enhancement.
- 4.5.4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.
 - multipurpose halls which are used for cultural activities and guest lectures.
 Whenever required the other Lecture Halls are used for workshops and allied purposes. (For details Pl. See 4.2.2)
 - Physical Education room of the institute provides indoor and outdoor sports facilities.
- 4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes.

- The classrooms are equipped with PAS, Computer, LCD projector and OHP.
- 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?

Faculty is very positive about new best practices as the new technology is adopted in the same. The institute deputes the faculty members to participate in different courses like orientation, refreshers, seminars, paper presentations on new technology.

The faculty who have participated in different technology baced workshop are listed below:

Sr.No	Name of faculty	Year	Course
1	Jadhav R.M.	2007-08	Intel india
2	Terdale S.H.	2007-08	Intel india

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

Visits to websites and downloading the information and images.

- Enlargement of the downloaded images for utility as non-projected teaching aids.
- Use of mobile handsets
- PowerPoint point presentations by the staff members
- Internet communication.

4.6.3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

- Optimum use of infrastructure & resources,
- Stress on beautification of campus.
- Provision of UPS, inverter, scanner
- Provision of purified and cool drinking water.
- LAN
- PAS in classrooms
- Well equipped science Lab
- Well equipped Psychology Lab
- Enriched library

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

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

The suggestions given by peer NAAC team are as follows:

- The college should have its own computer laboratory and all student teacher should be trained in using the computer and the available software.
- INTERNET facility for the students should be extended

The college has its own computer laboratory and all student teacher are trained in using the computer and the available software. The college computer lab is equipped with 26 computers with broadband & VPN access

 The college should upgrade the existing laboratories such as psychology science and E.T.lab & library as per N.C.T.E. norms

The college has upgraded the existing laboratories. Library is enriched with the recent literature on teacher education& provide internet facility.

Faculty uses the library resources and motivates the student teachers to use the same.

• The college should purchase Educational Video Cassettes.

The college has purchased Educational Video/ Audio Cassettes/CDs.

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?
- Purified drinking water
- Modification of Principals cabin
- Beautification of Campus
- Independent reading rooms for students and staff members.
- Renewal of main building
- Modification of class rooms (PA system)
- Up gradation of laboratories -Science and Psychology
- Computer laboratory ,
- Internet connections

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?

The institution has provision for assessing students' preparedness for the programme through:-

- Interviews
- Content knowledge Test

The institution ensures that they receive appropriate academic and professional advice through:-

- Feedback and analysis of internal evaluation
- Comprehensive Viva-voce
- Annual Practice Lesson Examination
- Guidance and counseling

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

The Institution ensures through following activities:-

- Student Council
- Suggestion Box
- Students' Diary
- Observation Book
- Feedback
- Interview
- Observation
- Evaluation
- Staff Meeting
- Redressal Cell

- Grievance Cell
- Guardian Teacher Scheme
- School College Forum
- Alumni
- Prizes
- Personality Development Programme
- 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 drop-out rate after admission in the last five years is negligible.

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 institute provides following additional services to students.-

- Placement cell.
- Library Learning Resources
- Free Internet access
- Guest lectures of Eminent Personalities, and subject experts.
- Display of various Advertisements on notice boards.(Career corner)

The following table shows the numbers of students qualified in SET, NET, central, state services through competitive examination in last two year:

Name of Exam.	2012-13	2013-14
SET	1	2
NET	1	-
Other	1	1

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?

	2011-12(%)	2012-13(%)	2013-14(%)
Higher studies	11.11	14.07	8.88
Employment	51.11	52.59	48.14

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 student teachers after graduating from the institution? If yes give details on the same.

Yes.

Institute provides access to following resources:

- Library facility.
- Research guidance
- Computer lab and internet access
- Study room
- Hostel Facility
- Guidance and counseling
- 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.

Yes.

- Display of employment news and different advertisements on Notice board(career Corner)
- Availability of different books and Magazines for various competitive exams.
- Arranging Guest Lectures
- Guidance and counseling
- Organization of Campus interviews.
- The institution gives priority for job opportunities to our student teachers.

Year wise Employment through placement cell

2012-13	2013-14
49	40

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

- Students do not entertain the correspondence with the institute
- Delay in declaration of B. Ed. and M.Ed. Results
- Institute communicates individually through telephone, e-mail and SMS.

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

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

Institute provides following resources to the placement cell:

A) Infrastructural Resources

• This includes rooms, bulletin and display boards

B) Financial Resources

- T.A. and honorarium to the Guest / visiting lecturers.
- All the services are free of cost to the teacher trainees and the schools

i.e. Facility of Xerox, fax, magazines, news paper cuttings.

C) Human Resources

One of the faculty members is the in-charge of the placement cell

The Non-teaching staff assists the placement cell in-charge depending on the nature of the work

- Faculty for Guidance and Counseling.
- Guest lecturers, subject experts for Guidance and Counseling.

In this way, the placement activity becomes feasible because of team-work.

D) ICT - Resources

All the ICT resources in the institution are made available as per the requirements.

Computer lab and internet access.

5.2 Student 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? Planning
 - Academic Calendar is prepared
 - Year Plan, Unit Plan and Lecture synopsis are prepared.
 - Year Plan of co-curricular & extra curricular activities are outlined and planned timely.

Evaluation

- Meetings are held after the execution of the programme.
- Informal discussions are held to review the progress of the work, in teatime meetings.
- Demo Lessons of the faculty are observed and evaluated by students, staff, and the principal.
- · Feedback:-

Bv	Through

Student : Structured Format, Suggestion box

Alumni : Discussions in the meeting.

Academic Peer : Discussion

School College Forum : Suggestions and letters

- All the activities are evaluated through internal and external evaluation system
- Evaluation by University Curriculum Improvement Committee.

Revision

The responses of above feedback mechanisms are analysed. The weaknesses are considered for improvement.

5.2.2. How is the curricular planning done differently to physically challenged Students?

Nil

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organised?

Yes.

- Mentoring is organized through the Guardian Teacher Scheme, Guidance and Counseling cell.
- Besides a regular counseling Women Redressal cell, Grievance cell, B.C.
 cell are functioning for further guidance

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

The institution has a fully qualified and experienced faculty which is always ready to enhance the effectiveness in teaching, research and extension.

- Adoption of advance methods and techniques of teaching.
- Facility of well equipped Learning Resource Center, ICT Resource Center and others.
- Encouragement and guidance to faculty for teaching, research and extension activities.
- Glorification of outstanding work and innovative practices of the faculty

5.2.5 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 has a Website. www.mesvita.org

The information posted on the site is as Follows:

• About us - Introduction

Objectives

Goals and Mission

• Academic - Admission Procedure

Courses Offer

Enrollment and Examination

Results

- Staff profile Teaching and Non-teaching
- Income and Expenditure
- Infrastructure
- Photo Gallery
- Other Research

Achieved Honors

Ex-students

Rankers

- Contact Us
- Home

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

Yes.

Low achievement in teaching skills

Low achievers in teaching skills are first identified through micro teaching. The respective teacher educator of micro teaching group guides the student for the preparation of the lesson plan.

Low achievement in theory course

Low achievers in tutorials, internal tests and content enrichment program are identified as well. They are given oral suggestions and guided for further improvement so as to ensure that they achieve the expected levels.

Following program organized through institutions:

- Supervised study
- Extra exam
- Peer Tutoring
- Additional guidance regarding practical work
- Individual guidance for learning.

5.2.7 What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

A) Teaching strategies for Advance learners

- Use of different methods and techniques.
- Encouragement for Self learning.
- Special guidance for exams.
- Recommendation for additional reading.

B) Teaching strategies for slow learners.

- Provision of remedial support in difficult areas of learning.
- Peer coaching.
- Special guidance and counseling is given to teacher trainees.
- Opportunity is given to teacher trainees to improve their performance in the form of more practice in written assignment.

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

- Guidance and Counseling cell.
- Placement Cell.
- Grievance Cell.
- Women Redressal Cell
- B. C. Cell..
- Alumni association
- Mentor scheme

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?

- The Redressal Cell is established as per the University Norms
- Students inform their grievances to the cell through orally, written,
 Suggestion Box and Students Council
- The committee solves the problem through discussion.

There are **no major grievances** in last two year due to the institute's healthy and smooth functioning

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

Monitored through:-

- Tutorial system.
- First, Second Midterm and preliminary Examinations.
- Assessment of practical for each theory course.
- Observation, evaluation and gradation of practicum.
- External Evaluation of practicum and practice lessons,

Advised through:-

- Feedback Mechanism.
- Guardian teacher scheme.
- Guidance and Counseling Cell

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 ensures the pre- practice preparation through:

- Micro-teaching programme
- Audio visual aids workshop
- Evaluation workshop
- Lesson plan preparation workshop
- Simulated teaching

The follow up support in the field (practice teaching) provided to students during practice teaching in schools:-

- Teacher Educator's Feedback
- Peer Feedback
- Discussions with School Teachers
- Feedback in Internship Programme

5.3 Student Activities

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

- I. List the current office bearers
- II. Give the year of the last election
- III. List Alumni Association activities of last two years.
- IV. Give details of the top ten alumni occupying prominent position.
- V. Give details on the contribution of alumni to the growth and development of the institution.

i)List the current office bearers

No	Name	Designation
1	Prin.Dr. Sou. M.V. Gulavani	President
2	Mr. D.P. Kulkarni	Vice-President
3	Sou. A.A. Ratnakar	Secretary
4	Mr. M. P. Khilare	Treasurer
5	Smt.V.B.Gudage	Member
6	Smt. S. H. Terdale	Member
7	Mr. S. N. Patil	Member
8	Smt. S.S. Varude	Member
9	Mr .N.R.Navgire	Member
10	Sou. J.P.Deshpande	Member
11	Sou.V.S.Gurav	Member

ii) No election was held.

iii)List of Alumni Association activities of last years

- Lecture on Yoga for student teachers
- Felicitation of prominent Ex-students
- Organisation of annual meeting
- Enhancing the membership
- Organization of Teaching aid workshop.
- Training progamme of Rangoli.

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

Sr.No.	Name of Ex-students	Position occupied
1	Principal	Dean, Facultyof Education, Shivaji
1	Dr.Gulavani M.V.	University,Kolhapur
2	Mr. Kulkarni D.P.	Headmaster of Navin Marathi Secondary
	WII. Kulkalili D.F.	School, Vita
3	Mr.Kharmate	DIET,Sangli
		Head-M.Ed.Department,College of
4	Ms.Yadav M.B.	Education, Vita
 		Co-ordinator at College of Education, Vita
		of DSM course, YCMOU, Nashik
5	Ms.Ratnakar A.A.	Co-ordinator, D.T.Ed. college, vita
6	Ms.Mali V.V.	President ,Panchayat Samiti,Khanapur
7	Mr.Patil Jawahar H	C.A.
8	Ms.Surve S.R.	PSI
9	Mr.Bansode Mahesh	Film Director
10	Mr Canknal C D	Professor, Dept. Of Psychology, Mahavir
10	Mr.Sankpal S.P.	College,Kolhapur

v) The contribution of alumni to the growth & development of the institute

- Suggestions for academic development
- Participation in college activities
- Motivation to enhance the work cultur
- Organization of various Programme
- Gifts according to need of Institution
- Some of the alumni have Suggested new areas for Programs

5.3..2 How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

The institution through its departments encourages students to participate in extra – curricular activities including sports and games by-

- Notification
- Counseling
- Incentives for outstanding students
- Special guidance and training
- Providing support materials
- Providing financial assistance

- Organising activity oriented programs.
- Glorification of student achievers
- Publicity in college magazine and in the news papers

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.

The Institute's involvement and encouragement to students by:-

- Publishing Annual Magazine
- Publishing Method-wise wall magazine
- Celebration of Special days
- Establishing Subject Clubs
- Personality Development Programme

List the major publications/materials:-

- Annual Magazine
- Research articles
- Action Research Reports

Dr.Gulavani M.V.and Ms. Yadav M.B. ,the alumni from our institution Presented and published his paper in International Magazine.

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

Yes.

The institution has student council, which is formed under section 40 (4) (a) of the Maharashtra Universities Act, 1994.

Constitution

Chairperson - The Principal

Members - 3 Faculty - Nominated by Principal - 6 Students - 2 on Merit basis 4 on performance basis in NCC, NSS, Cultural and Sports - 2 Girl Students - Nominated by the Principal

Major activities

Plan and execute curricular, co-curricular and extra- curricular activities

- Maintain discipline and healthy atmosphere in the college
- Organise programmes for personality development
- Display of Wall-paper Presentations

Funding

- Student council is funded by the college.
- Student council creates its own fund, for its activities.
- 5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The following bodies have student representation.

A) Academic Activities

Function Dept
 To organize various programmes

• Library Dept - To suggest new books and take care of

books.

Magazine Dept
 To write articles and editing

• Method wise associations - To plan and execute method wise

programmes.

Laboratories - To maintain the laboratory

B) Administrative Activites

• Student council - To organize co-curricular and

extracurricular activities.

• Women Redressal Dept - To prevent exploitation of women.

• Grievance cell - To redress the grievances

Excursion committee - To arrange study tours.

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

5.4 Best Practices in Student Support and Progression

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

- Feedback Mechanism
- Book Bank facility
- Placement cell
- Prizes for achievers
- Grievance Redressal cell
- Women Redressal
- Guidance and counseling cell
- Financial aid to needy students
- Courses for Personality Development
- Organisation of Different Workshops

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

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

- A) The college can run short duration training programs for teachers of schools ,Alumni,Education officers etc.in areas like development of thinking and Reasoning ,Teaching of Concepts,Use of computers and INTERNET,Development of Inquiry skills,etc.
- B) The college should organize the English Speaking Classes for the students.it will improve the job opportunities for them.

The institution has taken an initiative to organize various short duration training programs to help them solve their problems.

- Short Duration Programmes:
- i) Collaboration with MICROSOFT and Organisation of Microsoft workshop
 For use of ICT in Teaching and Learning
- ii) Personality Development Programmes
- iii) Spoken English Programme

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?
- Active Student Council
- Placement cell
- Grievance Redressal cell
- Guidance and counseling cell
- Financial aid to needy students
- Personality Development Courses
- Alumni Membership Drive
- Good Feedback Mechanism
- Additional internet connections.

Criterion VI: Governance and Leadership

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?

Motto:

The motto of the institution is "Sa Vidya Ya Vimuktye"

In keeping with this motto the Institution's Purpose, Vision, Mission and Values is as follows:

Purpose:

The purpose of the institution has already been stated in Criterion 1,1.1.1 (Please refer to the same)

Vision:

Towards Quality enhancement in Teacher Education

Mission:

To produce competent, committed, professional teachers and to develop responsible citizens who will work as agents of social change.

Values:

The Institution tries to inculcate and promote the following values amongst its stakeholders.

• scientific attitude Universality

sensitivity
 Social Awareness

Equalitarianism, Democracy and secularism
 Dignity of Labour

Protection of Environment Gender Equality

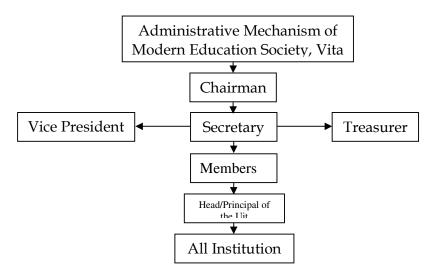
Dignity of Technology Patriotism

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 institution's mission includes:

- Its goals and objectives
- Needs of global /modern teacher trainees
- Tradition of the institution

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



Contribution of Management for effective and efficient transaction of teaching and learning processes:

- Monitoring, Inspecting and coordinating the academic activities
- Forming LMC
- Funding for academic and infrastructural development
- Recruitment of required and qualified staff
- Independent competitive coaching centre for NET,SET,TET exams
- Guidance for enhancing the quality improvement
- Organization of workshops, seminars and conferences
- Organization of the speeches of eminent personalities in higher education
- Publication of research journal, and books
- Motivation to participate in FIP
- Felicitation of students, teachers and colleges for outstanding performance
- Financial aid to needy student-teacher
- Facility to Educational loan

- Provision of Internal audit system
- Encouragement for conducive work culture
- MOU with various Government and Non-government organization

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 management and the institution define the responsibilities of the faculty and other staff. The responsibilities have been defined by the University as well. These are communicated and defined the Principal at the time of new of appointment.

The academic responsibilities are defined by the Principal in the beginning of the new academic year to the faculty.

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 institution collects information through

- Self appraisal and self assessment report of the teachers
- Feedback /opinions of individuals in meetings
- Feedback /suggestions through suggestion box
- Oral feedback/suggestions from parents
- Reporting of Head of the Departments
- Confidential Report

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

The institution has no barriers 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?
 - Promotes and encourages the staff for their professional growth

- Permits all staff to participate and attend various orientation and refresher courses, seminars and workshops
- Appreciates achievement in the form of felicitation through the Local Management committee.
- Felicitated in the annual programme the achievements and contributions in the field of education.

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.

The head of the institution plays an important role in carrying out activities of the college through the perfect co-ordination of various commities. In the governance and management of the institution our principal Dr.M.V.Gulavani is holding following positions:

Dean ,Faculty of Education,Shivaji University ,Kolhapur

Member, BOS, , Shivaji University , Kolhapur

Member of Academic Council, Shivaji University ,Kolhapur

Member of Faculty of Education, Shivaji University, Kolhapur

Member of Khanapur Taluka Literacy Committee (Saksharata Samiti)

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.

For the improvement of organization and management different committees were formed. These were as follows.

Name of Department	Name of Department
Micro Teaching	Library
Simulation Teaching	Magazine
C.C.M./Content Enrichment Programme	Staff Academy & Welfare
Model of Teaching	Educational Teaching Aids
Action Research	General Supervision
Evaluation and Planning	Function
Lesson Department /Classroom Teaching	Publicity
Information Teachnology	Library
Social Service	College Development/Steering
SUPW	Discipline/Redressal
Physical and Health Education	Tour /Excursion
Creativity /Personality	B.C. Cell
Tutorial and Exam. and Remedial Teaching	Y.C.M.O.UD.S.M.
Internship	D.T.Ed
M.Ed.	Lead college
Vivek vahini	Psy. Experiment and Testing
Placement Cell	Purchase/Building committee

The details of the meetings held:

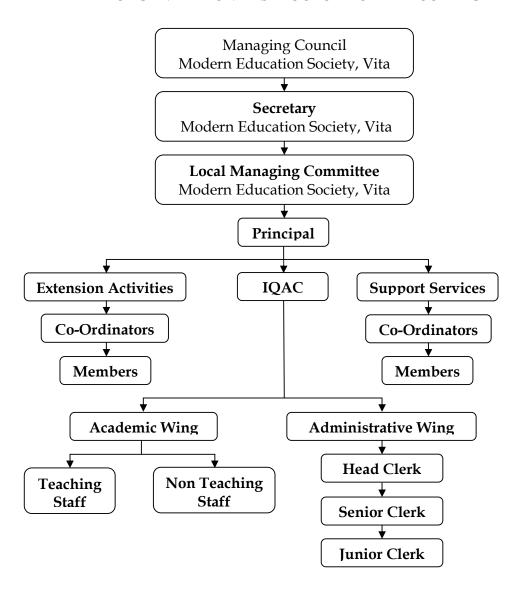
No.	Name of the Committee	Dates of Meeting	Decision
1	Local Managing	27-05-2012	LMC committee has taken
	Committee		decision to appoint the required
			teachers.
2	Steering	26/6/2012	Review and Preparation of
	Committee		Academic calendar
		15/9/2012	Planning of Workshops.
		11/11/2012	Discussion about midterm results
		25/03/1013	Review of the departments.
3	Finance and	12/03/2012	Purchase the steel door cupboard
	purchase	26/03/2012	Purchase the steel window.
	committee	31/03/2012	Purchase the steel window.
		3/09/2012	Purchase the iron window.
		04/12/2012	Purchase the water proofing
			material & water tank.
4	Infrastructure/Bui	18/10,09/12/2011.2	Purchase crushed stones
	Iding Committee	9/03/2012,11/03/20	
		13.	
		13,18,/05,08,21/07,	Purchase steel
		10,29/08,01,18/10,	
		30/12/2011.22,23,/	

			T
		01,17/02,29/03/,20/	
		2012.09/02,30/03/2	
		013.	
		08,14,23,30,/11,05,	Purchase bricks
		10/12/2011,19/01,2	
		2/03,2012	
		28/01/2012	Purchase lime
		04/03/2013.	Purchase plumbing material
		03/05,08/07,27/08,	Purchase of cement
		03,04,09/09,30/201	
		1.29/03,11/05,07/0	
		9,24/12/2012.19/01	
		,09/02,03/03/2013.	
		08/11,09/12/2011,2	Purchase of sand
		3/02/2012,11/03/20	
		13.	
		25/02,18/06/2012	Kota stone
		26/03/2012.	sanala
		24/12/2012	pipes
		25/03/2013.	toilet doors
		30/03/2013.	electric material.
5	Research	17/09/2012.	Preparing proposals for M.Ed.
	Committee		Students
6	Examination	02/09/2012.	Planning of Internal Examinations
	Committee	04/03/2013.	Practical Examinations Feedback
			on results
7	Students Council	15/10/2012.	Organization of the programmes
		25/01/2013.	Discussion on the students
			problems
9	Library	10/06/2012.	Discussion on the Budget
	committee	01/07/2012.	Rules and Regulations
		01/08/2012	Policy on Purchasing Reference
			Books
10	Redressal cell	08/09/2012.	Information of the scheme
			Organization of Guest Lectures
11	B. C. cell	29/12/2013.	Preparation of the list of the students
			Preparation of the programme for the
			students

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

The organizational structure of the college for effective academic and administrative work is as under.

THE ORGANIZATIONAL STRUCTURE OF THE COLLEGE



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Principal Administrative Academic **LMC** Steering committee Student council Lesson Department BC Cell Library committee Purchas committee Research committee Redressal committee Examination committee Staff Welfare Magazine committee Grievance committee Workshop department

Details of the academic and administrative bodies of the institution

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

To improve the quality of educational provisions administration in the institution is decentralized in the following manner

- The principal looks after the daily administrative work of the college and communicates with the heads of the departments.
- Chairmen of various committees are expected to plan and organize the implementation of committees' task.
- Academic and Administrative committees are provided necessary autonomy to plan and execute task.
- Office administration is handled by the Head clerk. The administrative work is distributed among the subordinates as per their designations.
- The IQAC acts as a central processing unit of the college. It facilitates perfect co-operation among the staff.

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

To improve the quality of educational provisions, the institution collaborates with other sections/ departments and school personnel through Meetings, notices, circulars, personal discussions, observations, fax, e-mail, intercom connection, telephone communication, and mobile communication.

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.

Yes.

The suggestions given by the various stakeholders are incorporated while planning and executing the academic and other activities. As per the suggestions changes are granted regarding.

- · Library schedule
- Exam schedule
- Practicing school allotment
- Internship school allotment
- IT lab facility
- Psychological lab
- Provision of getting extra books
- Organization of workshops, seminars, conferences etc,
- Improvement and changes in teaching technique, teaching methods.

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).

- Activities of staff academy and staff welfare
- Promoting faculty development Programme
- Encouragement for writing and developing the Material
- Participation in activities of GOs, NGOs
- Participation in different university committees

- Organizing workshops, seminars and conferences
- Prizes and Incentives
- (For more information please refer 2.4.6)

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?

Yes.

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

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

- Work Distribution is made considering the interest and potential of the faculty
- Formation of various committees for the effective functioning
- Meetings with the staff, student council, parents and LMC
- Formation of various committees to supervise and take the decision about utilization of the fund

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

- To fulfill the mission institution needs specific short-term and long- term plans.
- Staff and student-teachers are the human resources who gave their best.
- The time-bound strategic plans are developed for effective implementation and supported with appropriate financial allocations.

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 and the calendar are prepared by Steering Committee, IQAC and the Principal, considering the Feedback, Interactions and Meetings with the staff and the Stakeholders.
- The 'School-college forum' helps for the planning and co-ordination.

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

- The objectives of the institution are communicated through open discussions, meetings, circulars, notifications and various functions by Institution.
- Introductory speech by the Principal to introduce the goals, objectives, vision and mission of the institution
- The Sense of belongingness and team spirit motivate all human resources to contribute for noble cause and result in constructive endeavor.

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

The vision, mission and implementation plans monitored, evaluated and revised through analysis of results, internal examinations, university examinations, quality of the practical work, employers reactions, student experiences, school pupils' opinions, parents' opinion, practicing school teachers' impressions, academic peers' opinions.

Reports from different committees ensure about the achievement of goals and objectives.

This is the continuous process

6.3.7 How does the institution plan and deploy the new technology?

- Using LCD projector, O.H.P. in daily teaching.
- For references, collection of data, for the preparation of lessons.
- For the communication.
- Preparation and analysis of the results.

- Video recording of Practice Teaching
- Enhancing the cultural activities, functions, programmes, guest lectures.

6.4 Human Resource Management

- 6.4.1 How do you identify the faculty development needs and career progression of the staff?
 - Staff welfare meetings
 - The needs, demands and requirements of the faculty
 - Individual Discussion
- 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?
 - Self appraisal
 - Evaluation by the Principal
 - Evaluation by students
 - Peer Evaluation
 - Teachers' diary
 - Suggestion box
 - Confidential Report

The institution uses the evaluations to improve teaching, research and service of the faculty and other staff.

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)

Scheme of the Institution

- Teacher Welfare Scheme
- Sevak Surksha Insurance
- Vita Merchant Co-operative Bank Schemes –All Types of loans

University's Schemes-

- Group Insurance
- welfare activities
- Personal Library Scheme
- Felicitation of Ph.D.Holders and Meritious students in Institution Anniversary
- Ideal Teacher Award in University Jurisdiction
- Prize for Outstanding students
- Prize for Publication of research article & research paper in National or International Journals
- 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.

Yes,

- Paper reading in staff academy
- Activities of institution
- Organization of guest lecturers of eminent persons
- Digital college workshop for non-teaching staff.
- Computer education workshop.
- Maintenance of the records
- Organization of seminar in collaboration with Bhartiya Shikshan Mandal, Pune and Kondobhau Gulavani Public Charitable Trust, Vita
- Organisation of Yoga classes and Health Check up
- Motivation to participate in Seminar and conferences
- 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.)?

The Institution shoulders the entire responsibility of the recruitment procedure. Our college communicates the information about vacant posts of the teaching and office staff to be filled in. The same is advertised in the newspaper and on

website of the university. Recruitment is done according to university, government, UGC and NCTE norms. The quality and ability are given priority in selection procedure

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, specialisations).

Through advertisement Institute organizes walk-in-interview. The Part-time and Clock Hours Basis appointments are made on term basis. The selection of candidates is through LMC, Modern Education Society's ,College of Education,Vita. Selection is purely on merit basis and performance in the interview. The salary structure and worklaod for such teachers is as per NCTE, UGC , Government and University rules. Institution demands the faculty according to the need of method.

- 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).
 - Motivation for professional development
 - Allocation of reasonable budget.
 - Granting permission and study leave.
 - Motivation to undertake research projects
 - The financial assistance for participation in workshops, seminars and conference.
 - Encouragement to enroll the membership of professional associations
- 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).
 - Guidance cabins to each faculty,
 - Separate staff room

- Free internet access
- Separate Toilets for gents and ladies staff
- Separate seating arrangement in library
- Purified water and cooler
- Intercom system
- Reprography facility (Xerox)
- Separate Parking

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

- Grievance redressal cell
- Right to information committee
- Women redressal cell
- Steering committee
- Student council
- Suggestion box
- Mentor scheme

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.

- The workload is allotted to each faculty member evenly.
- As per the ability and previous experience the responsibility of the depts..
 and committees are shouldered to the faculty.
- Under the practicum even distribution of workload is allotted to the faculty.
- Under the practicum even distribution of workload is allotted to the faculty.
- considering the proficiency, lectures in the different workshops is allotted.
- The work of additional courses is given by rotation.
- The workload is as per University norms

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

Yes.

- The prize of Rs. 1,000 /- (one thousand only) for publication of research paper in National and international journal.
- Felicitation of the faculty members after completion of M. Phil., PhD and academic achievements on teachers' day by the institution
- 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.

From Students Educational Fees, source of revenue and income generated.

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 is adequate for the institution to cover day to day expenses.

At times, when the budget shows deficit due to some major incidental expenditure, the institution helps the institution to meet the deficit.

- 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)
 - Fees.
 - Financial support from the management
 - Internal resources

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 paras, objections raised and dropped).

The accountant of the institutions are audited regularly. There is external audit system of the account. The external audit is done once in a year by the C.A and the Government

The queries are resolved and these also serve as guideline for further details.

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

Yes.

The institution has partially computerized its Finance management system. Salary accounts, monthly trial balance are maintained through computer.

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?

- Active participation of students' council.
- Decentralization of Authority and responsibilities.
- Effective and efficient transition of the teaching- learning and evaluation process
- Regular guidance and motivation by the management.
- Feed back mechanism
- Efficient external audit system by the management

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

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

The observations recorded under governance and leadership in the previous assessment report by the peer team are as below:

The college should appoint part time art and craft teacher and physical education instructor.

Action taken

- The vacant posts of the art and craft teacher and physical education instructor are filled.
- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The steering committee and IQAC developed excellent feedback mechanism which helped in quality sustenance and enhancement of the institution at large.

- Enhancing the Learning Resource Center
- Increasing use of ICT in Teaching-Learning Process
- Use of ICT in governance
- Democratic Decision Mechanism

Criterion VII: Innovative Practices

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.

Establishment of Internal Quality Assurance Cell (IQAC) - July 2004.

The Composition of the IQAC-

Dr. M. V. Gulavani- Chairperson

Prin Dr.Mane M.C. senior administrative Officers

Shri Gulavani Vinod.C.. - Members of Management

Shri Gulavani Vishram.C.. – Industrial Member

Shri Deshpande G.A.- Industrial Member

Shri Jadhav R.M.- Teacher Representative

Shri Patil S.N.- Teacher Representative

Shri Dashavant.P.R.- Teacher Representative

Smt. Yadav M.B.- Teacher Representative

Shri Chothe M.P.-Student Representative

Smt. Ratanakar A.A.-Alumni Student

Smt. Terdale S.H.-Co-Ordinator

The Major Activities of the IQAC-

- Enhancement in quality of activities
- Imparting the information of quality aspects
- Promotion of innovative and extension activities
- Encouragement of quality networking
- Recording and monitoring quality measures
- Maintain Reporting
- 7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The mechanism to evaluate the achievement of goals and objectives are as follows:

- Overall functioning of the institute is reviewed by Local Management Committee, Steering Committee and Various Departments through meeting, feedback form and reports.
- Teatime daily meetings serve the purpose of discussions and review on the functioning of the institute
- LMC meetings are held twice in a year.

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

- University results
- Feedback by stakeholders
- Continuous evaluation of students
- Initiation in organization of various cultural activities
- Mentor scheme
- Reaction by guest Lecturers, Visitors, Employers
- Effective Organization of Workshops

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

- Fulfillment of staff
- Adaptation of good practices of other institution
- Consultation with senior staff members
- Orientation to non-teaching staff
- Meetings with LMC
- External audit by C.A.
- Proper maintenance academic records
- Transparency in financial transaction

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

The institution identifies and share good practices with various constituents of the institution by interacting through:

- Correspondence
- Telephonic Communication
- Internet
- Website
- Meetings
- Discussion
- Lectures
- Newspapers
- Displays
- Organizing Functions

7.2 Inclusive Practices

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

Through the following activities -

It is the need of the hour that the teacher educators are sensitized to the philosophy of Inclusive Education.

This is done as follows:

The topic of Inclusive Education has been included in the revised curriculum

- 1) Identification of children with special needs.
- 2) Need of Special Education
- 3) Catering Special Education Needs
- 4) Concept of Integrated and Inclusive Education
- 5) Adjustment causes of maladjustment dealing with child abuse
- 6) and child exploitation
- 7) Developing attitudes and competences for inclusion.

The teacher educator who teaches the above topics ensures that student teachers are sensitized to inclusive practices through discussions of the basic topics.

While following the admission procedure for management quota, justice is done to physically challenged and female students.

Academically weak students: Extra coaching, counseling and guidance is given in carrying out various academic activities. Use of co-operative learning technique to boost student confidence is the various measures put to use for catering to the needs of the academically weak students.

Gifted students: Students who demonstrate high achievement are encouraged to participate in various competitions such as Avishakar, elocution competitions and essay competitions. With the assistance of gifted students, the co-operative learning technique is implemented. Gifted students are encouraged to present papers in conferences and seminars and are included in the planning of various curricular and cocurricular activities.

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

Equality for Economically and socially deprived Students: 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 get adjusted with college atmosphere. Spoken English classes organized in the institution have proved to bebeneficial in improving English language skills for the students from Marathi medium. Every year, the institution organizes educational visits to special schools. This experience helps the students to know and get firsthand experience of the differently able and challenged students.

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 year plan of the institution includes organization of orientation lectures, and workshops on several topics like inclusion, empowerment and equality of gender throughout the academic year. Through these lectures the teacher trainees are made aware about inclusion of exceptional students, gender differences and their impact on learning. Some units in the B.Ed. and M.Ed. Course are useful for teacher trainees to learn about inclusion, exceptionalities,

gender differences and their impact on learning. These units are in the context of social aspects of education. They are as follows:

- Women's Education
- Education for deprived people
- Education for minority
- Education for sustainable development.

The second year of D.T.Ed. Course also includes the following

- Education of the deprived : Problems and Causes
- Education of girls
- Education of tribals
- Education of nomadic tribes
- Education of slum area pupils
- Education of migratory pupils
- Education of the physically challenged pupils.

Through these units awareness is created about the diversity in the Indian society and students.

The teacher trainees have further opportunities when they conductpractice lessons. During the internship program, they have betteropportunities for longer duration to sensitize them about inclusive education. Visits to special schools is a regular feature to familiarize the teacher trainees with the challenged students.

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

- 1) Activities for positive social interaction
- Community Oriented Programmes
- Internship Programmes
- Rallies
- Cultural activities
- Student council
- 2) Activities for Active engagement in learning
- Creativity

- Self introduction
- Book reviews
- Workshops
- Teaching Practices
- 3) Activities for Self motivation
- SUPW
- Cultural activities
- Social services
- Field visits
- Guest lectures
- Personality Development Programme

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

Through the following activities:

- 1. Internship programme
- Small group guidance
- Organising cultural activities
- 2. Visits to special schools
- Aashram Shala
- School for Mentally Retarded Children
- Navodaya Vidyalaya
- International School
- Boarding School
- Deaf and Dumb School.
- Tribal School

The lessons are organized in aided as well as unaided schools and the strata of students enrolled in these school are also different thus the trainees develop a reasonable proficiency to deal with student 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?
 - Personal guidance
 - Suitable seating arrangement
 - Extra-time in examinations
 - Convenient schools for internship
 - Convenient schools for Practice lessons
- 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)?
 - Establishment of Woman redressal cell as per University guidelines
 - Guidance through introductory speech by the principal
 - Organizing guest lectures on legal issues
 - Suggestions through meetings
 - Communication with Parents
 - Mentor Scheme
 - Framing rules for college

7. 3 Stakeholder Relationships

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

The access to the information on organizational performance (Academic and Administrative) to the stakeholders is ensured through:

- College website
- College Magazine
- Daily News Papers
- Institute's annual report
- Display on notice board
- Meeting of LMC
- Regular and ex-students
- Meetings with headmasters

- Telephonic Communication
- Correspondence through Letters
- Meetings with Alumni Association
- Invitation for college main functions
- 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. Successes of various processes are shared to motivate through:
 - Felicitation programmes by students council and the institute
 - Publishing through news papers, display on notice board
 - Display of certificate, prizes in Corridor
 - 2. Failures of various processes are shared for qualitative improvement through:
 - Introspection
 - Staff meetings
 - Discussions
 - Rethinking on planning and execution
- 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?

Feedback mechanisms are as follows:

- Student feedback
- Suggestion box
- Alumni feedback
- Parent oral feedback
- Feedback from LMC
- Curriculum feedback
- Head masters oral feedback
- Parent institution oral feedback
- Previous NAAC suggestion

- Experienced school teachers oral feedback
- Internal & external examiner oral feedback
- School –college forum
- Additional Information to be provided by Institutions opting for Reaccreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

The NAAC endeavors to include and promote the following five corevalues among the institutions of higher education in India.

- Contributing to the National Development.
- Fostering Global competencies among students.
- Inculcating a value system among students.
- Promoting the use technology and
- Quest for excellence.

Since these are high priority core values in the present situation of globalization and in transition from local to global culture, they need to reflect themselves in the functions of the institution. The institution has done the needful through its sincere efforts as follows:

A) Contributing to National Development through

- Lectures on current National issues
- Visits to historical places
- Community oriented programmes
- Organising workshops
- Activities with GOs and NGOs

B) Fostering Global competencies among Students through: -

- ICT skills
- Soft skill development
- Environmental Education.

C) Inculcating a Value System among Students through: -

• S.U.P.W.

- Social Services
- Internship Programme
- Value Oriented Programes
- Celebrating National Festivals
- Personality Development Programmes

D) Promoting the use of Technology

- Modernization of computer Lab.
- Organization of Workshop
- Use of power point presentations in classroom.

E) Quest for Excellence

- IQAC
- Researches
- Faculty Development Programme
- Conducive environment for teaching learning.
- Encouragement for writing papers articles & books.
- Linkage & collaboration with local & state level, as well as NGOs

3. Mapping of Academic Activities of the Institution

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3
										0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3
Admission and Orientatio n																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work – Tests & Assignmen ts																																	
Practical Work																																	

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curricular																				
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Working																				
with																				
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work																				
End-Term																				
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on																				

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

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D. Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to

the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part

thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR

during the peer team visit.

PRINCIPAL,
Modern Education Society's

College of Education, VITA, Dist. Sangli, 415 311

Signature of the Head of the institution with seal:

Place: VITA

Date: 16-10-2014