

## MHCOTE11242 - SSR - Part-II

### A : EXECUTIVE SUMMARY :



Government College of Education, Aurangabad was established in **1954** to cater the need of training of untrained-teachers working in secondary education institutions (high-schools) in Maharashtra, especially in Marathwada region.

In 1954, Government of Maharashtra took decision of opening 12 training colleges / institutions to run one year B.T. (Bachelor of Training) degree course. These 12 teacher training institutions were spread equally over three regions; viz. 04 each in Marathwada, Western-Maharashtra and Vidharbha regions; our institute being one from **Marathwada**. The untrained teachers working in secondary-schools were given admission in these institutions by sanctioning one year's duty leave.

These colleges were **composite colleges** running **B.T.** (one year degree) and **Diploma in teaching** (D.Ed.) course of two years. One in-service teacher training department (Extension Deptt) was also sanctioned to cater the needs of in-service teachers. These colleges were also running **21 to 28 days** teacher training courses for **science teachers**. For this, Science labs were well equipped, well furnished with scientific apparatus, instruments, glass wares, chemical-acids and fixtures etc. The teachers selected for short term and long term courses were deputed by the schools and they were receiving the salary also.

Government College of Education, Aurangabad was established in 1954, prior to the establishment of Dr. Babasaheb Ambedkar

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Marathawada University (1958) to which it is affiliated now. It was previously affiliated to Osmaniya University, Hyderabad till 1958. This college has a long standing reputation in teachers training disciplines. It was housed in a newly constructed building in Aurangabad on the land admeasuring 22 acres. To start this teachers' training institute, the teaching and non teaching staff was sanctioned **immediately**. It was running two divisions / sections, one in English-medium and another Marathi-medium. Considering the need of further higher education, later on Dr. Babasaheb Ambedkar Marathawada University recognized this college as P.G. study center. Accordingly the post graduate Department of Education of the University was started in this college to run the M.Ed. (Pre-service) courses.

Over the time, gradually the number of employed untrained teachers decreased and the demand / need of in-service teachers' B.Ed. training diminished and then accordingly only one Marathi-medium division / section was retained with 25% seats were reserved for in-service teachers and the English-medium section was closed down.

The P.G. Department of Education of Dr. Babasaheb Ambedkar Marathawada University continued to run in this institute for a long time. Till it was closed down as the university didn't fill up the teaching staff and comply with the N.C.T.E. regarding filling of the post for M.Ed. course.

Now, as there was no facility available for completing M.Ed., our institute started its own M.Ed. Full-Time-Regular course, duly recognized by N.C.T.E. in the year 2003-2004 with intake 25. Then the intake was increased by additional 15 seats, making the total intake equal to 40 as

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per N.C.T.E.'s approval. Now, there was increasing demand for the facility of in-service M.Ed. course from the primary to higher-secondary teachers, educational-administrators, D.T.Ed. faculties etc, as there was no opportunity available for completing in-service M.Ed. course and the existing Regular-Full-Time M.Ed. course was not suitable for them. So, to cater their needs, the M.Ed. Part-Time Regular Course of two years' duration was started by this institution from the year 2005-2006 with intake of 20 each year, after duly seeking the N.C.T.E.'s approval.

This institute was upgraded as the first and only **I.A.S.E.** for Maharashtra initially under the centrally sponsored **MHRD** scheme, i.e. **“Up-gradation of existing B.Ed. colleges into I.A.S.Es and C.T.Es”** in the year 1989, as a result of the ‘task of locating the institutes with potential for excellence in teacher education’ shouldered to the team appointed by the Government.

In the course of time, there was constant demand for research facilities leading to the Ph.D. degree, and hence the institute applied for the same and faced the university committee and the University was pleased to accord this institute as **“Recognized Research Center”** status for **Ph.D. in Education** in **2005**. Now, in addition to Dr. Babasaheb Ambedkar Marathawada University, this institute is affiliated to Yashwantrao Chavan Maharashtra Open University, Nasik also and running almost all U.G. and P.G. courses of distance mode.

This institute is now offering courses in Education ranging from the **certificate courses** to **Ph.D.** and **post-doctoral researches in Education**, which is expected from an **I.A.S.E.** as per the up-gradation policy of MHRD, Govt. of India.

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This institute is managed / run by the Department of Higher & Technical Education, Government of Maharashtra, through the Directorate of Higher Education, Maharashtra State, Pune (M.S.). The Local Governing Council is headed by the Joint-Director of Higher Education, Aurangabad Region consisting of 07 members as per the University Act. The institute has a separate committee, headed by the Principal as the chairman, constituted for running self finance courses like M.Ed., Ph.D., etc. It has various sub-committees also.

This institute being the oldest institute has a linkage with almost all the secondary schools and Junior colleges as the staff members have direct relationship with them because they were the past students of this college. All schools and higher-secondary-schools extend their helping hands by offering their schools for practice-teaching, internship and other field based activities.

Now the institute is functioning as a full-fledged I.A.S.E. in newly constructed well-furnished building and almost all the facilities are procured with the help of U.G.C., Government of India and Government of Maharashtra. This institute was accredited '**A**' **Grade** in 1<sup>st</sup> cycle by NAAC and very recently it is also accredited by **I.A.O.** (International Accreditation Organization). It is now playing a vital role in Teacher-Education, not only in the University jurisdiction, but all over the State of Maharashtra also.

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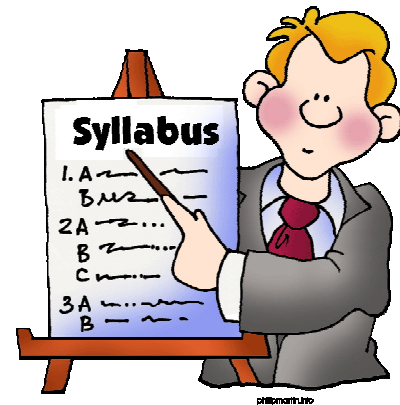


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**B : CRITERIAWISE ANALYSIS :**

**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 Objectives are as follows :**

- 1) To equip and facilitate the pupil teachers with knowledge and skills so as to enable them for enhancing the quality in education.
- 2) To equip the research attitude and aptitude amongst the pre-service and in service pupil teachers so as to enable them to solve the problems in education.
- 3) To acquaint the pupil teacher with the new technologies for enabling them to integrate it in the teaching, learning, evaluation and research.
- 4) To provide facilities of PG and higher study courses in education (M. Ed. , M. Phil., Ph.D., D.S.M. and other short term / long term duration course) along with the B.Ed. degree course for pre-service and in-service teacher trainees.

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- 5) To inculcate commitment towards teaching profession amongst the pre-service and in-service teachers.
- 6) To inculcate dignity towards labor, accountability and social commitment amongst the pre-service and in-service teachers.
- 7) To establish healthy relationship with the Society by conducting various interactive social-cultural-educational programmes.
- 8) To implement the objectives effectively recommended by NCTE, UGC, NCERT regarding teacher education programmes.
- 9) To promote research and extension service programmes for pre-service and in-service teachers at various level.
- 10) To develop and sustain as a centre of excellence in the field of teacher education.

**The major considerations addressed by the objectives regarding various aspects are as follows:**

**a. Intellectual, Academic & Self Development of Trainee Teachers :**

The above mentioned **first five** objectives are aimed at the intellectual development of trainee teachers. The first objective is achieved as the newly developed curriculum is in accordance with the guidelines given in National Curriculum Framework 2009 and as per NCTE guidelines. The effective implementation of the revised syllabus helps the trainee teacher to develop intellectually by gaining the theoretical knowledge regarding the foundations of education and methodology subjects. The practicals, submissions of projects, the workshops-arranged and the field work conducted in-campus and outside

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the campus positively helps the trainee teachers to develop intellectually in regard to the teacher education. The course contents also include the research components like action research at U.G. level and dissertation at P.G. level. The theoretical guidance and the workshops conducted throughout the year helps the pupil teachers to locate the problems and complete the research work in the form of research report, that ultimately helps the pupil teachers to develop their research attitude, aptitude and the ability to locate the problem and come to the solution by using the scientific method in future.

**b. Training of Trainee Teachers :**

The course consists of 60:40 proportions of theory and practicum. Hence the knowledge gained through theoretical aspects of core, optional and methodology subjects is brought into practice especially in planning of lesson, Micro teaching, Macro teaching, preparation of teaching aids, research workshops, practicum in psychology, internship programme, SUPW, Working with Community and cultural programmes, blood donation camps, sports events, health and hygiene awareness programmes etc. are arranged throughout the year.

**c. Access to the Disadvantaged, Equity, Value Orientation, Community & National Development :**

The central admission process, as per the Govt. Resolutions framed from time to time, provides access to disadvantaged and equity. 52% reservations for SC, ST, DT, NT, OBC, SBC in the admissions ensures access to disadvantaged and equity. The provision of reservation for physically handicapped, defense-wards and outstate university candidates

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ascertains the equity. The free-ships, scholarships are also made available to the disadvantaged-classes to complete their course. Even after the admission the slow learners are provided the facilities of extra coaching guidance & counseling. Hence the equity and access to the disadvantaged class is ascertained.

The morning assembly, working with community camp, blood donation camp, excursions, field visits, cultural programmes, celebration of national days, anniversaries, sports week, gender awareness programmes, environmental awareness programmes, tree plantation, value added programmes etc. finds place in academic calendar prepared every year. The planned and effective implementation of the same ensures the community and national development.

#### **d. Issues of Ecology and Environment :**

The existing syllabus at U.G. & P.G. level includes environmental education as one of the elective. The trainee-teachers who opt the subject get exhaustive guidance, knowledge, awareness of ecology and environment through the theoretical and practical aspects. The trainees who did not opt this as an elective are bound to get knowledge, awareness of ecology and environment through e-learning sources which contains seven units and projects which the learner has to learn through self learning mode. They also get the guidance from the distant counselors online and through the CD which is provided to them. It also includes the theory exams and the practical evaluation of the project. As per the directives of Supreme Court the degree is allotted to those who complete and assure the computer literacy and environment awareness. The activities like preparing project regarding ecological and environmental

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surveys, like *Hiware-Bazar* and *Ralegan-Siddhi*, visit to water purification plant, *Gautala*-sanctuary, tree plantation programmes in rural villages and schools during internship programme and working with community camp, conduction of essay writing competition, environmental awareness rallies ensure the inculcation of ecological and environmental awareness among trainee teachers.

**e. Global trends, demands and Employment:**

The revised syllabus has taken due care of including the global trends and demands for ensuring the employment in the field of education by including the Educational Technology as one of the core paper at U.G. level and elective at P.G. level and Computer Education as an elective at U.G. level. The ICT component is purposefully included along with practical as a compulsory component at U.G. & P.G. level. Every trainee has to prepare a PPT which is evaluated internally as well as externally.

Environmental Education also finds due place as an elective at U. G. & P. G. level. Every trainee has to learn it either as an elective or through self learning mode with the help of CDs and practicum.

Every graduate has to complete these two programmes for obtaining the degree. Besides the teaching skills are developed through the effective implementation of 21 days rigorous practice of six skills out of the standardised micro-teaching skills; Which also help to develop communication skills.

The inculcation of the subjects and related practicum ensures that due care is given to global trends which ultimately helps for getting employment.

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**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 curricular development process is as follows :** The curriculum is developed by the university. Wherein the following inputs are considered in the development process. After the curriculum is framed at university level, this institute at our level, further plans and executes the curriculum wherein also the following inputs are considered.

- + Need Assessment :** The needs and aspirations of the trainees are considered at university and the institution, both the levels. The contents and the delivery pattern are modified according to the trainees' socio-cultural character / background.
- + Feedback from faculty :** Four faculty members are working in the capacity of B.O.S. members of the university, who utilize the feedback from colleagues. At the institute level also, the peer-feedback of faculties is used in curriculum transaction.
- + Feedback from students & Alumni :** As discussed above the B.O.S. members collect the feedback from the students and alumni for development of the curriculum. The faculties also utilize the feedback from the students and alumni in execution of the curriculum.

✚ **Feedback from employers** : On behalf of the employers, the principal gives feedback to the university in the capacity of B.O.S. member and to the faculties as the office-head.

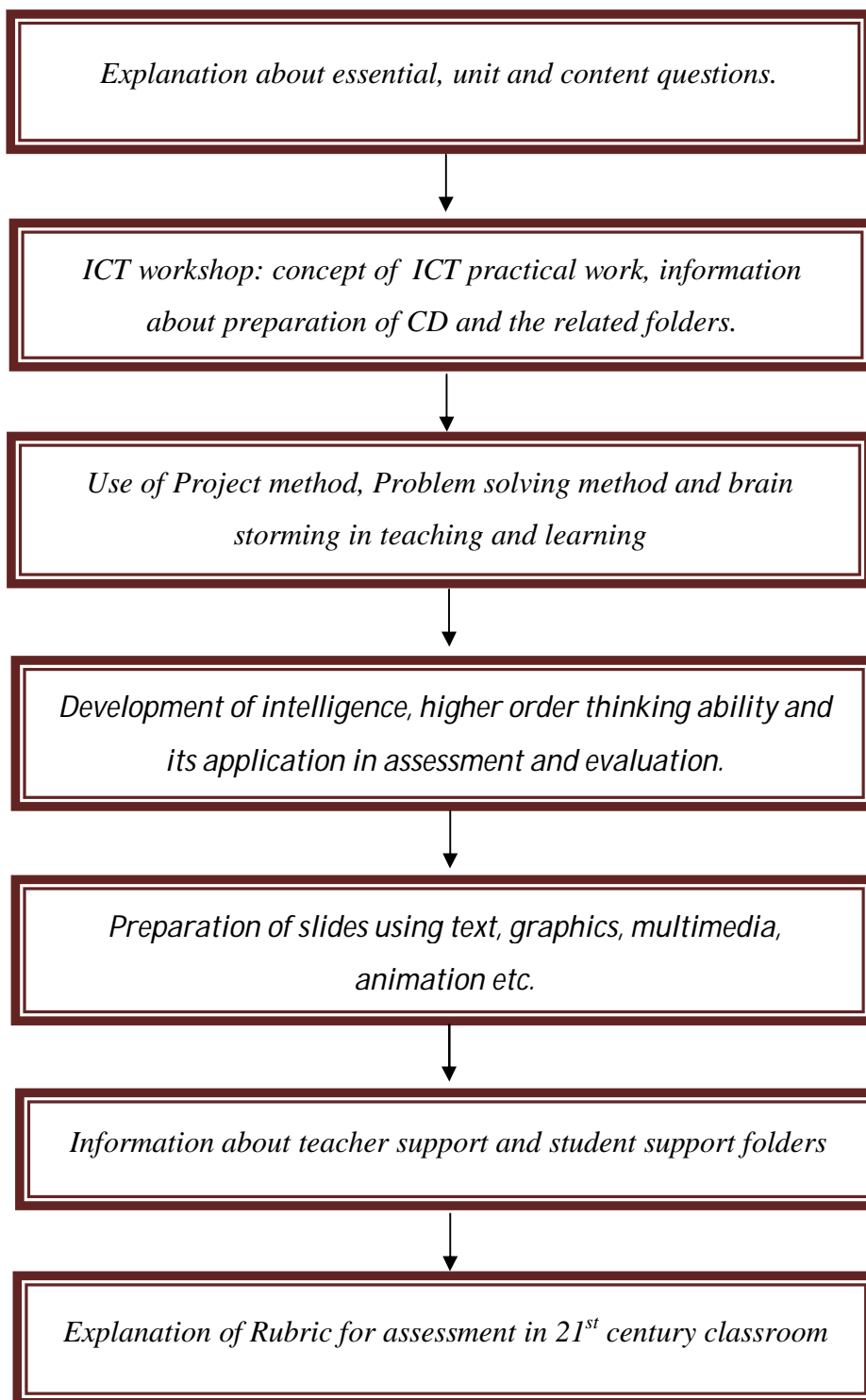
✚ **Feedback from Academic experts** : The genesis of B.O.S. of the university is such that, it contains academic experts from various fields like, Authors, Industrialists, Researchers, other-university faculties, etc. who share their expertise in the curriculum development, making it most relevant. The similar expertise is utilized by this institution in the transaction phase, en-cashing opportunities like celebration of days, anniversaries, etc.

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

The global trends in teacher education is reflected in the curriculum, as the existing curriculum includes environmental education & value education as a optional subjects, ICT practicum, at both B.Ed. and M.Ed. level. The pedagogy includes models of teaching, applied psychology, etc. as explained in **point 1.1.1** above.

**ICT** : The ICT component is purposefully included along with practical as a compulsory component at UG and PG level. Every trainee has to prepare a PPT. The institution organizes ICT workshop of three days duration. In this workshop faculties guide the trainees about **CAI**, computer assisted instruction, assessment in 21<sup>st</sup> century class room and project through e-learning. The teacher educators guide through following stages :

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This workshop is of three days duration for B.Ed. trainees and of five days duration for M.Ed. trainees. In this workshop the trainees are classified into two groups on the basis of A-Method and B-Method. Trainees select the unit and prepare a unit-plan and construct the questions based on the unit and content. Trainees have to prepare script for power point presentation. Trainees have to develop Rubric for the assessment of unit planning and power point presentation. After completion of this workshop the trainees use internet and prepare a CD in the computer laboratory of the institution. This activity is conducted in groups. In this way each and every trainee prepares PPT for both the methods.

**Value Education** : Value education is reflected in the curriculum of foundation courses, viz. ‘Education in Emerging Indian Society’ in which units on Educational Philosophy are included and in ‘History of Education in India’ Vedic, Buddhist & Islamic Education is included whereas in ‘Educational Technology and School Management’ issues like school-discipline, accountability in education, qualities and professional growth of a teacher are included. Value education is also given through co-curricular activities, viz celebration of days, birth anniversaries, death anniversaries. On these occasions programs are arranged to imbibe values. Value education is also given through various cultural programs. Co-operative attitude, national-integration, gender-equity, scientific attitude, respect for teachers, etc qualities are inculcated in the trainees. Through morning assembly the value education is inculcated within the students. Prayer, National Anthem, group-song, daily news, presentation of good thoughts etc. are the parts of morning assembly.

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**Environmental Education** : The environmental issue is included through an optional paper ‘environmental-education’ in B.Ed. curriculum. The awareness & the survival of the environment is taken care through programmes like Plantation activity, Celebration of Earth Day (*Vasundhara Din*), etc.

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

As discussed above, the curriculum includes all these three components. In addition, the institute emphasizes the application of ICT in each and every aspect of the B.Ed. and M.Ed. courses.

There is extensive morning assembly and the management of co-curricular activities is planned in such a way that each and every trainee is given opportunity to organize the co-curricular activities to inculcate values. Expert lectures, celebration of days, organizing competitions through house system, annual social gathering, working with the community programmes, posters, street plays, etc activities imbibe values in the trainees.

The campus is made environmental-Eco-friendly through practicum activities carried out through-out the year by the trainees. More details are as given in **point 1.1.1** above.

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

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**Yes,**

The institution makes use of ICT for curricular planning as follows :

- ❖ Use of websites
- ❖ Use of e-mails
- ❖ Use of tele-conferencing
- ❖ Use of computers for planning curriculum and co-curriculum
- ❖ Workshop on use of ICT
- ❖ Making of PPT
- ❖ Conduction of Seminars
- ❖ Use of LCD
- ❖ Use of Audio-Video CDs
- ❖ Preparation of Software on some topics

## **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?**

The institute provides experiences by arranging the following workshops so that the teaching becomes a reflective practice-

1. **Preparation of Teaching- Learning Materials** - Students prepare the teaching aids like charts, models, three dimensional pictures, animation pictures, transparencies, flannel units, slides under the guidance of teacher educators. The students use these teaching aids in their practice teaching lessons. The institution arranges

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workshop for pedagogical drawing, work experience, preparation of teaching aids as follows.

- a) **Pedagogical drawing workshop** : In this workshop teacher educators & visiting faculty give information about basic components of pedagogical drawing, types of lines, types of colours and their gradation, computerised colour combination. (viz. CMYB, Cyan, Magenta, Yellow, Black), RGB (Red, Green, Blue). Difference in shadows, types, steps texture, spray painting, types of pictures- using leaves, flowers, paper, cloth, thread, vegetables etc. Black board work (Letters, alphabets writing).
- b) **Work experience** : In this workshop, experience about socially useful productive work is given. Ex. preparation of useful things from waste objects, like preparation of book markers, preparation of doll, files, pockets, greetings etc. There is exhibition of the teaching aids and things related to work experience and drawing. All the M.Ed. and B.Ed. trainees are involved in the arrangement of exhibition.

## 2. Preparatory workshops for practice teaching :

- **Teaching Aids Workshop** : Arranging 4 days workshop for the creation and preparation of teaching aids / instructional aids workshop. In the workshop teacher educator gives theoretical information and demo about various types of teaching aids such as Chart, Models, Folded pictures, Animation pictures, hanging pictures etc. Individually each student-teacher prepares the instructional-aids. Groups are formed on the basis of their teaching methodologies. After preparation of teaching-aids,

student-teachers arrange the exhibition and explain the use of every teaching aid and method of preparation to the visitors. In this workshop M.Ed. trainees guide B.Ed. trainees. These self made teaching-aids are used in Micro-lessons, Bridge-Lessons, Practice Teaching Lessons and in the Internship programme also.

- **Art and Craft Workshop :** Two days workshop is arranged to develop pedagogical drawing and socially useful products. In this basic concepts about the Pedagogical drawing are explained by orientation and practice. The trainees who are already cleared the examination related to drawing are appointed as a group leaders. In this way leadership quality is also developed. In this teacher educator used to give theoretical knowledge and demonstration of various objects based on socially useful productive work, viz, Preparation of files, pockets, greetings, paper bags, friendship belts, rakhi, etc.
- **Microteaching and Bridge Lesson Workshop :** The institution arranges 21 day microteaching and bridge lesson workshop to develop teaching skills in the teacher trainees. In this workshop, various micro skills such as Questioning, Explanation, Use of Teaching Aids, Blackboard work, Set Induction, Stimulus-variation are practiced with the help of systematic planning of workshop. T-D-P-F model is used for practicing the skills. Group of 10-12 teacher trainees is formed for the presentation of micro-skills.

The conducive environment is created to discuss the sub-skills of particular skill. Trainees make practice of the skills

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prescribed by the university. The teacher educator and peers used to focus on the strong and weak points in the healthy discussion and give suggestions for re-teaching.

- **Lesson Plan Work-shop** : The institution arranges one week lesson-plan workshop. In which team teaching technique is used to explain the steps involved in lesson planning. All the method masters instruct the trainees in the groups to develop the technique of lesson planning properly. M.Ed. trainees are also involved. They perform the role of teacher educator and instruct the B.Ed. trainees under the guidance of teacher educators.
- **Demonstration Lesson Workshop** : The institution arranges 3 days demo lesson workshop. Method masters gives the demo of each methodology subjects in front of school students (class VIII<sup>th</sup> and IX<sup>th</sup>) and by using various types of instructional aids and PPP's. B.Ed. and M.Ed. trainees observe each and every demo lesson and note down observation in the observation notebook. Method masters also observe the demo lesson. All the trainees, teacher educators and Principal actively participate in the discussion session.
- **ICT Workshop** : The institution arranges ICT workshop of 3 days duration for B.Ed. trainees and 5 days duration for M.Ed. trainees. In this workshop teacher educators explain the importance and need of project method, brain storming technique, problem solving method in teaching-learning process, Unit Plan, Teacher support, student support, Rubric formation, development of lesson plan with the help of these aspects.

- **Preparation of INTEL based Lesson plan** : After completion of ICT workshop B.Ed. trainees of various methods forms a group and decides the units . Freedom is given to select the units .and finally develops the Projects by using Computer Lab in the whole year.

3. **Internship** : The internship programme is conducted as follows

**A. Pre- Planning of the Internship Programme**

- Preparation of instructional Booklet.
- Selection of schools.
- The Students are distributed and classified into four groups. Each group consists of method-wise 25 B.Ed. trainees and 10 M.Ed. trainees in each school.
- Discussion with Headmaster and teachers of the schools about implementation of programme.

**B. Two days preplanning Workshop** : In this workshop -

- Distribution of Booklet and common reading of booklet
- Timetables of cooperative schools
- Distribution of responsibilities to the students underlying the roles of the head-master, supervisor, class-teachers, art-teacher, physical-teacher, music-teacher etc
- Framing a school time table
- Planning of co-curricular and extracurricular activities – Morning assembly schedule, cultural programmes, inauguration ceremony, etc.
- Theory periods – teaching –learning
- Health and Hygiene related activities

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- Financial management

### **C. Execution of One week Internship Programme -**

- Inauguration of internship programme by headmaster of Intern schools.
- Under the guidance of teacher educator and M.Ed. trainees observe the lessons of experienced school teachers.
- H.M. and supervisor of internship programme of each school monitors the implementation of time tables and all concern activities.
- Unit test is administered for the school by the trainees on the studied units taught during the internship and result is declared in the classroom.
- The last day of Internship Valedictory Function is arranged. In that the presentation of cultural programme and prizes are distributed to the school students participated in the various competitions arranged in the Internship Programme.

### **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?**

The first objective of the institution is **“To equip and facilitate the pupil-teachers with knowledge and skills so as to enable them to enhance the quality in education.”**

According to this objective for the improvement in the quality of teacher-education, various learning experiences are given as per the curriculum and beyond curriculum.

The institution arranges the following programmes to provide varied learning experiences to the students both in the campus and in the field in addition to prescribed curriculum.

After the admission procedure in the first week the principal addresses the admitted trainee of B.Ed. and M.Ed. courses. The principal gives information about the objectives and rules and regulations of the institution. He also motivates the trainees to complete the courses work with qualitatively and enthusiastically.

Curriculum orientation program is organized to introduce the trainees with the theoretical and practical foundation. The physical instructor gives information about campus by visiting all the departments.

In the second week talent search program is arranged. The duration of this programme is of two days. The trainees perform the events such as dance, singing songs, acting etc. within 10 to 15 minutes. The purpose of this programme is to identify the hidden qualities within the trainees. Teacher educators guide to enhance the performance of the trainees.

Then preparatory workshops for practice teaching are conducted, in which Micro teaching, Bridge lesson, Demonstration lessons, practice lesson planning, workshops are organized to develop the teaching skills.

Then actual field based activities like practice teaching and internship programme are arranged. For this initially simulation lessons

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are arranged in our institution and practice lessons in practicing schools respectively. Internship programme is arranged in various schools and the trainees get opportunity to run the school. They are provided the experiences of administration and the teaching as well as organization of co-curricular activities.

The field based activities are arranged to provide direct and indirect experiences to participate in the social activities like working with community, '*Jagar Janivancha Abhiyan*', the innovative programmes, excursion, field visit programmes etc.

The institute provides additional personal guidance for the students belonging to the states other than Maharashtra, for theoretical and practical work.

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

The institution has conducted the following programmes -

- For development of ICT skills a new course MS-ACIT is introduced last year along-with the existing MS-CIT course.
- Apart from opening a new course, informally workshops are conducted to develop life skills, communication skills, community orientation, social responsibility, etc. Some workshops are enlisted below.

1. Workshop on Development of communication skill.

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2. Workshop on meditation and *Omkar recitation*.
3. Workshop on '*Marathi Shuddhalekhan*' for pre-service and in-service teachers.
4. ICT skills are developed through MS-CIT, MS-ACIT etc.
5. Institution organizes various programmes for awareness of community orientation and social responsibility viz. *Jagar Janivancha Abhiyan*, etc.

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

The various aspects of the curriculum are taken care of by inclusion of the programmes / activities as follows :

##### **i. Interdisciplinary / Multidisciplinary & Inclusive education**

The nature of Education as a discipline is inter-disciplinary and multi-disciplinary. So it includes the subjects like Philosophy, Sociology, Psychology, Pedagogy and Linguistic, Science & Technology, Social Sciences, Mathematics & Statistics, Research, Environmental Education, Value Education, Yoga & Physical Education etc. are interdisciplinary as well as multidisciplinary.

##### **ii. Multi-skill development**

The curriculum includes orientation & practice of micro and macro teaching skills, Art and Craft skill, Pedagogical Drawing, Demonstration skills, presentation skills, communication skills, leadership qualities, planning and administration skills, management skills, decision making

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skills, observation skill etc. ensures the multi skill development among the trainees.

**iii. Practice teaching & School experience / internship**

The curriculum includes activities as like preparation of lesson plans, preparation & use of Audio-Visual teaching aids, practice teaching and presentation of annual lessons. Observation of demonstration lessons is done by peers as well as trainees.

**iv. Work experience / SUPW**

The curriculum includes four days SUPW workshop. It includes Art, Craft, Clay work, Greeting cards, Book marks, envelopes, files etc. as explained in **point 1.2.1 above**.

**v. Any other (specify and give details)**

The curriculum also includes cultural activities, co-curricular activities and programmes as per the Govt. and University circulars.

**The above aspects have been incorporated in all the courses viz. B.Ed., M.Ed.(Full Time), M.Ed.(Part Time).**

### **1.3 Feedback on Curriculum**

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

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The institution encourages feedback and communication from –

- a. **Students** : After completion of each and every activities , tasks , events and workshops etc. trainees submit reports and respective feedback in written and oral form.
- b. **Alumni, Parent-Teacher Association and Community** : The institute has established Alumni and Parent- Teacher Association. Institution has arranged meetings and an executive body is formed and suggestions, feedback is invited on curriculum and practice.
- c. **Employer** : The suggestions given by Advisory Committee, Govt. Resolutions and University Circulars etc. are reflected in the curriculum.
- d. **Academic Peers and Stakeholders** : Four Board Of Study members belongs to this institution involved in the modification and designing of curriculum and as per the suggestions given by the stakeholders such as Headmasters and teachers of practice teaching schools, CTE's, DIET's, NGO's, Continuing Education SRC etc.

**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,**

There is 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.

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The Board of Studies Members of this institution invite suggestions, recommendations from the faculty members and accordingly the curriculum is revised at University level.

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

The following faculty members in the capacity of BOS actively participate in the curriculum development in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

- a. Dr. P. R. Gaikwad (Principal),
- b. Dr. L. K. Rathod (Professor),
- c. Dr. H. M. Shaikh (Associate Professor),
- d. Dr. K. L. Chincholikar (Associate Professor),

## **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).**

The present curriculum in practice was updated in June 2012 at both the U.G. & P.G. levels. The following updations were incorporated in the curriculum to improve the quality and student satisfaction.

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- Marking system is revised to 80:20 pattern from old 100% at university exam - 80% Marks are allotted to each Theory papers and 20% Marks are allotted to seminar, assignment and project related to respective theory papers.
- Taking into the consideration of the global needs curriculum is enhanced which includes the workshop focusing on the preparation of slides for power point presentation.
- The seminars for all the theory papers are included in the revised curriculum.
- There is increase in application based questions in theory question papers. The purpose behind that to motivate the students to think at reflective level.
- The number of class tests in the previous curriculum were two class tests for each theory papers and in the revised curriculum minimum four and maximum six class tests per theory papers are made mandatory.
- At U.G. level, changes are made in micro teaching workshop, viz. In the revised curriculum the micro-teaching lessons of both the methods are made compulsory.
- The new M.Ed. curriculum includes report on review of dissertations.

All these points above were not included in the previous curriculum.

**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.)**

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**The institution adopts the strategies for curriculum revision and update as follows:**

Some of the faculties, 35% of the staff, are the B.O.S members in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad namely-

- Dr. P. R. Gaikwad (Principal),
  - Dr. L. K. Rathod (Professor),
  - Dr. H. M. Shaikh (Professor),
  - Dr. K. L. Chincholikar (Professor),
- These members take active participation in revision of curriculum. Their valuable suggestions are implemented in the curriculum.
- The institution adopted the strategies as per the need of 21<sup>st</sup> century viz. ICT in education, environmental education, disaster management, value education, gender sensitization, constructivism, etc.

There is interaction between the faculties and alumni. Feedback from the alumni and admitted students are communicated to the B.O.S. of University for revision and update of curriculum.

## **1.5 Best Practices in curricular Aspects**

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

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

- The curriculum is framed by Dr. B. A. M University but some of the faculties are B.O.S members. They have actively participated in revision of curriculum. Their valuable suggestions are implemented in the curriculum.
- The curriculum of B. Ed & M. ED framed by university is effectively implemented by the institution
- The relevant curriculum is effectively implemented as per academic calendar.
- As the M.Ed. part-time course is run in this college only, the curriculum of this course is developed by the staff of this college only.
- Qualitative curricular and co-curricular activities are organized by institution.
- The optional subjects, methodology allotment is to be done by the principal, but here also instead of just making it compulsory / binding on trainees, an orientation programme is organized in which importance of the subject is narrated through brief introduction to all the optional and all subjects, to facilitate selection of optional and methods as per the interest of individual trainee.
- The optional paper physical education and Yoga education is included in B. Ed & M. Ed syllabus respective faculty members are doing research in Yoga and physical education.

- Working with community camp is effectively organized in rural area.
- Modern technology is used in curricular aspects.
- ICT faculties provided by institution are MS-CIT, MS-ACIT and such courses we are run by Maharashtra state board of technical education (MSBTE)

The institution has on campus active study centre of MSBTE for the faculties and trainees.

### **1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned / implemented by the institution?**

The curriculum of B. Ed and M. Ed is decided in two parts one is Theory papers and is practicum.

In B.Ed. curriculum 700 marks for theory papers which also is subdivided into 80:20 pattern, i.e. 80 marks for university exam and 20 for sessional assesment and 500 marks for practicum. Total 1200 marks

In M.Ed. curriculum 500 marks for theory papers which also is subdivided into 80:20 pattern, i.e. 80 marks for university exam and 20 for sessional assesment and 500 marks for practicum. Total 1000 marks.

A guideline for implementation of curriculum is already given by university. In addition some of the best practices are as follows:

- Objective of every activities are already given in curriculum by the university. In addition of the institution has developed additional objectives of every activities considering

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institutions Mission, Goal & vision for effective implementation of curriculum.

- The separate information broacher is framed for every activity.
- For effective implementation, planning is made at the beginning of co-curricular and extra-curricular activities, viz. Guidance for NET, SET, PET, TET, and other competitive examinations, supervised study.

ICT is used in planning and proper implementation of curriculum.

## **1.6 Additional Information to be provided by Institutions opting for Reaccreditation / Reassessment**

### **1.6.1 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 ?**

There was not any evaluative observation / suggestion made in the first assessment report with reference to curriculum aspects, hence normal care was taken in this respect.

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

The major quality sustenance and enhancement measures undertaken by the institution are as follows :

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- The curriculum of B.Ed & M.Ed framed by university is effectively implemented by the institution.
- Activities included in curriculum such as use of ICT, Environmental Education, Gender equality and gender sensitization, *Yoga*-education etc. are effectively implemented.

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## 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?

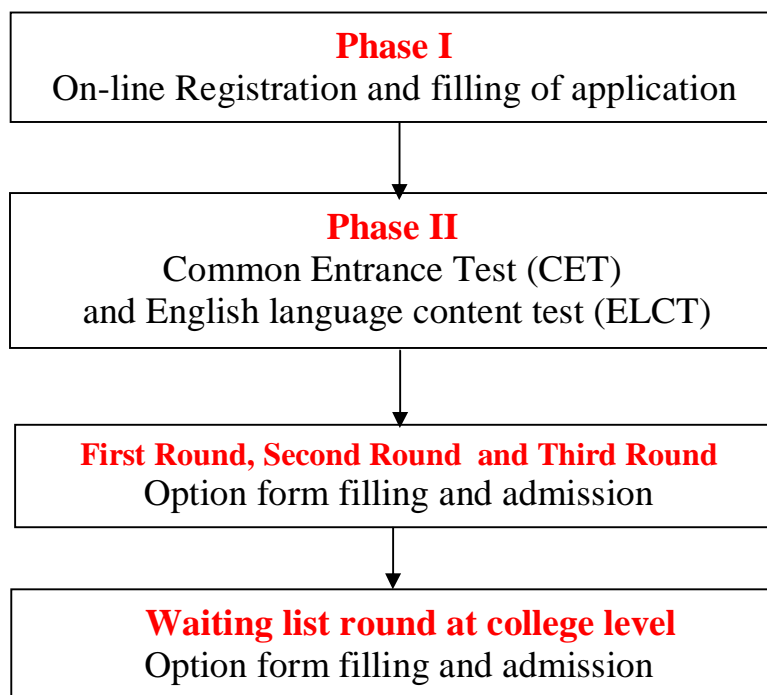
B.Ed. Regular & Distance mode / two years duration, M.Ed. Regular & M.Ed. Regular / In-service Part-time & M.Ed. Regular & Distance mode / two years duration courses are run by the institution as per U.G.C., N.C.T.E. & University guidelines. The admission processes are different for every program. Details according to the programme are given as follows :

##### ➤ B. Ed. Course :

- The admission to the B.Ed. regular full-time course is done by a Centralised Admission Process (CAP) at Maharashtra State level, as shown in **the flowchart that follows**.
- The B.Ed. Centralized Admission Process (CAP) is an online process, governed by the Hon. Director of Higher Education, M.S. Pune in coordination with the Maharashtra Knowledge Corporation Limited (MKCL).
- As the B.Ed. admission process, CAP is online; it is more transparent and convenient to the teacher trainees of the State. In

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the month of March / April of every year, B.Ed. CAP begins with the advertisement published in the newspapers and online also.

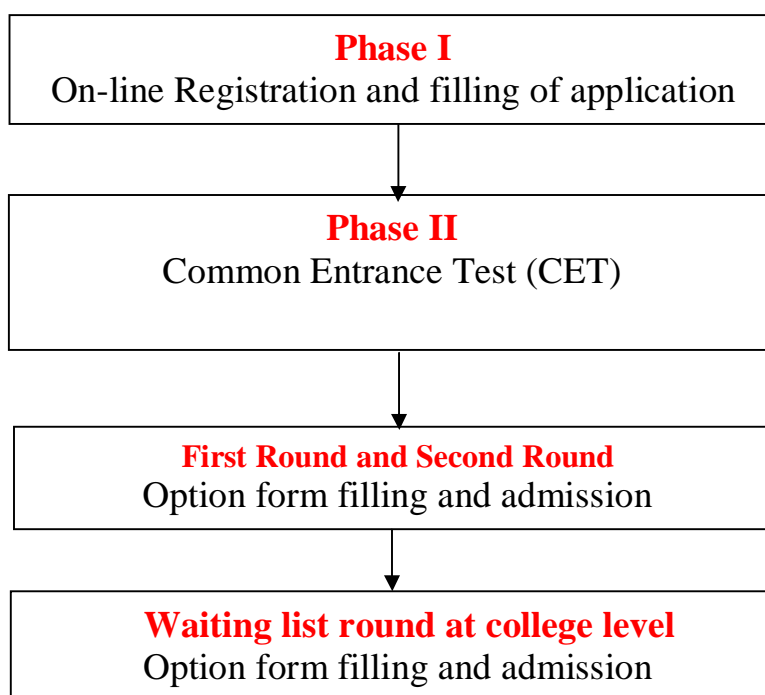


- Hon. Director of Higher Education, M.S. Pune conducts Common Entrance Test (CET) compulsory for all candidates. The English Language Proficiency Test is compulsory for those, who wish to seek admission in English medium B.Ed. colleges.
- 50% weightage is given to C.E.T. score and 50% weightage is given to the academic achievement score for calculating the final merit score point for admission.
- There are Three rounds admission process and lists of selected candidates (as per methods based on school subjects) flashed by committee for centralized Admission process and remaining seats are filled up at B.Ed. colleges through the merit list given by CAP (spot admission).

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- The list of selected candidates for admission is sent to the institution.
- The institution finalizes the admission of the candidates after the verification of relevant documents. Documents verification is at college level. B.Ed. colleges through the admission committee. The committee verifies all concern original documents. Thus the Government emphasizes transparency in the admission process.
- All the rules and regulations of State Government regarding reservation policy are strictly followed.

➤ **M. Ed. Regular Full-time Course :**



- The admission to the M.Ed. regular full-time course is a Centralised Admission Process (CAP) at Maharashtra State level.

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- It is an online process governed by the Hon. Director of Higher Education in coordination with the Maharashtra Knowledge Corporation Limited (MKCL).
- As the M.Ed. admission process, CAP is online; it is more transparent and convenient for the candidates spread over the State. In the month of March / April of every year, M.Ed. CAP work begins with the advertisement published in the newspapers and online also.
- The advertisement is followed by Common Entrance Test (CET).
- 50% weightage is given to C.E.T. score and 50% weightage is given B.Ed. marks.
- The list of selected candidates for admission is sent to the institution.
- The institution finalizes the admission of the candidates after the verification of relevant documents. Documents verification is at college level.
- All the rules and regulations of State Government regarding reservation policy are strictly followed.

➤ **M. Ed Regular In-service Part-time Course :**

- Candidate becomes eligible if (s)he possesses at least 45% marks in aggregate in Bachelors degree / masters degree examination of recognized university. Relaxation of 5% will be given for reserved

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category candidates as per Govt. rules (SC, ST, VJNT, NT1, NT2, NT3, OBC, SBC).

- Candidate who have obtained at least 55% marks in the B.Ed. Degree Course are eligible for admission. Relaxation of 5% will be given for reservation (SC, ST, VJNT, NT1, NT2, NT3, OBC, SBC.)
- Candidate should have passed from a recognized University only.
- The candidate must be in service with having at least two years full time experience of teaching in Primary / Secondary / Higher Secondary / College / Teacher's training institute imparting training to primary and secondary teachers / officers working at primary to Higher Education stages as administrator like E.O., Dy. E.O., Extension Officer / *Kendra-Pramukh*, Planner or researcher conducting research in education in educational departments are also eligible for admission to this course.
- The eligible candidate must produce such experience certificate stating that he / she is working on the posts mentioned above issued by the competent authority of the above mentioned institution along with the approval copy of competent authority.
- In case the candidate is working on the post as part time he must have continuously worked for at least four years on the post.
- Admission to M.Ed. (Part time) shall be strictly made on the basis of the merit point calculated by adding credit points allotted for experience with the percentage of marks obtained at B.Ed. level.

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- As per the Govt. Resolution the allotted seats for M.Ed. course shall be strictly filled up by following the reservation policy.

➤ **B.Ed., M.Ed. and DSM Distance mode (In-service) Courses :**

These In-service Teacher training courses are run by the institution.

- The candidates are selected by the YCMOU, Nasik and the list of selected candidates is handover to the institution.
- The institution organizes the courses as per the instructions, rules and regulations of the YCMOU, Nasik.
- The intake capacity of these courses is as follows:  
B.Ed. (YCMOU, Nasik)-50 to 60, M.Ed. (YCMOU, Nasik)-25,  
DSM (YCMOU, Nasik) - 60

➤ **Ph.D. Research Centre**

The institution is an approved Ph.D. research centre. There are five research guides recognised by Dr.B.A.M. University and 40 research scholars are completing their research work under the guidance of these research guides.

The process of Ph.D. registration is conducted by the university.

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

The programme of admission process is advertised on the website of Government of Maharashtra as well as in the newspaper. The detail information about pattern of CET, date of CET, rules and regulations about admission, declaration of admission rounds are flashed in the newspaper and on website. When student fill up the online form allotted MKCL centers, they provide prospectus (of Government of Maharashtra) of Admission to the concerned candidate.

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

The institution monitors admission decisions to ensure that the determined admission criteria are equitable applied to all applicants with the help of admission process committee. The committee is as follows :

- The chairperson-senior most professor, total (03) members are involved in the documents verification consisting of one ladies representative, one of reservation category representative.
- Final decision about the admission is taken by the chairperson. If there is any problem about validity of documents, the institution cancels that admission and gives report to the higher authority. After completion of each round no. of filled of each round no. of filled and vacant seats are informed to the higher authority i.e. coordinator of admission process (Centralized). In this way the admissions are done totally on merit basis.

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

The eligibility for admission is as per the rules and regulations specified by Centralized Admission Process (Govt. CAP)

Following aspects are taken into account for the merit list of selected candidates for B. Ed. Regular Full time course :

1. Gender,
2. Graduation / P. G. percentage,
3. Quota (70%, 28%, 2%),
4. Relaxation in graduation percentage is given if candidate has minimum 2 years service teaching experience
5. Category / open / SC / ST / DT / NT / OBC / SBC
6. Methods : Sci./ Maths-Stat, Commerce, Management, Law, Social science, Agriculture, Medical science, Computer IT-Engineering
7. Physically challenged
8. Defense / Ex-service / In-service word / freedom fighter / earthquake affected / deserted / divorced / widow women.
9. CET score.
10. Total aggregate marks of final year.
11. Maximum 5 marks for NCC B / C certificate, participation in NSS / Adult Education programme (120 minimum hours). Participation in cultural / sport / Elocution competitions, etc at National / state / Inter University / Inter collegiate level.

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**Following aspects are taken into account for the merit list of selected candidates for M. Ed. Regular Full time course :**

1. Gender,
2. Graduation / P. G. percentage,
3. Quota ( 70%, 28%, 2%.),
4. Category- open / SC / ST / DTVJ /NT-1/NT-2/NT-3/OBC/SBC
5. Marks in the B.Ed.
6. Physically challenged
7. Defense/ Ex-service/ In-service word/ freedom fighter/earthquake/deserted/divorced/widowed women.
8. CET score.
9. Final merit based on these aspects

➤ **Admission Policy :** A diverse range of student irrespective of their varied economic, gender, religious, social, cultural, linguistic backgrounds (including Physically Challenged) student are admitted in our institution every year. The students from various universities (Home university-Dr.B.A.M.U. and universities within the state and other state universities) get admission under Quota (70%, 28%, 2%) rule. The eligibility for admission are specified and decided by Government of Maharashtra (Higher Education, Pune). Following criteria are taken into account for merit viz. Gender, Caste, School subjects, Physically challenged, Ex-service man, Widow, NSS / NCC, D.Ed. / B.Ed., P.G., U.G., marks (aggregate), Project Affected etc. ( given in the prospectus).

➤ **Equity Policy :** The 30% reservations for female candidates other than females admitted as merit candidates ensure women equity

similarly the various reservation categories have 50% reserved quota as per the state govt. policy take care of equity.

**2.1.5 Is there a provision for assessing student's knowledge / needs and skills before the commencement of teaching programmes? If yes give details on the same.**

In the beginning of the academic session curriculum orientation programme is organized. After orientation 2-3 panels / committees are formed to take an interview of the trainees for the selection of second method, optional subject, for collecting the information about co-curricular and extra-curricular activities. During the interview the panel / committee members give guidance and counseling to the trainees about the teacher education programme also. The panel asks about the candidate's needs, necessities and expectations. The awareness about the teacher-education skills is developed. Student profile is developed by the institution according to the information collected about the trainees during the interview sessions. In in-service B.Ed. training course, the simulation teaching is included to diagnose undeveloped (the skills which are not up to the mark) skills. The undeveloped skills are practised.

**Talent search programme** : The institute organizes talent search programme to identify the skills and hidden potentials of the trainees which is helpful for the teacher education programme.

## 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 institution works towards creating an overall environment conducive to learning and development of the students through the activities and methodologies adopted as follows :



- **Teaching Aid Workshop :** Arranging 4 days workshop for the creation and preparation of teaching aids / instructional aids workshop. In the workshop teacher educator gives theoretical information and demo about various types of teaching aids such as Chart, Models, Folded pictures, Animation pictures, hanging pictures etc. Individually each student-teacher prepares the instructional-aids. Groups are formed on the basis of their teaching methodologies. After preparation of teaching-aids,

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student-teachers arrange the exhibition and explain the use of every teaching aid and method of preparation to the visitors. In this workshop M.Ed. trainees guide B.Ed. trainees. These self made teaching-aids are used in Micro-lessons, Bridge-Lessons, Practice Teaching Lessons and in the Internship programme also.

- **Art and Craft Workshop** : Two days workshop is arranged to develop pedagogical drawing and socially useful products. In this basic concepts about the Pedagogical drawing are explained by orientation and practice. The trainees who are already cleared the examination related to drawing are appointed as a group leaders. In this way leadership quality is also developed. In this teacher educator used to give theoretical knowledge and demonstration of various objects based on socially useful productive work, viz, Preparation of files, pockets, greetings, paper bags, friendship belts, rakhi, etc.
- **Physical and Health Education Activities** : The physical instructor used to arrange the activities related to sports and games and athletics which include theory and practical Viz : Shot-Put, Discus-throw, roap jumping, running 100m and 50m, 400m track marking, etc. Optional subject named Physical Education is included in the B.Ed. syllabus and Yoga Education in the M.Ed. syllabus.
- **Microteaching and Bridge Lesson Workshop** : The institution arranges 21 day microteaching and bridge lesson workshop to develop teaching skills in the teacher trainees. In this workshop, various micro skills such as Questioning,

Explanation, Use of Teaching Aids, Blackboard work, Set Induction, Stimulus-variation are practiced with the help of systematic planning of workshop. T-D-P-F model is used for practicing the skills. Group of 10-12 teacher trainees is formed for the presentation of micro-skills.

The conducive environment is created to discuss the sub-skills of particular skill. Trainees make practice of the skills prescribed by the university. The teacher educator and peers used to focus on the strong and weak points in the healthy discussion and give suggestions for re-teaching.

- **Lesson Plan Work-shop** : The institution arranges one week lesson-plan workshop. In which team teaching technique is used to explain the steps involved in lesson planning. All the method masters instruct the trainees in the groups to develop the technique of lesson planning properly. M.Ed. trainees are also involved. They perform the role of teacher educator and instruct the B.Ed. trainees under the guidance of teacher educators.
- **Demonstration Lesson Workshop** : The institution arranges 3 days demo lesson workshop. Method masters gives the demo of each methodology subjects in front of school students (class VIII<sup>th</sup> and IX<sup>th</sup>) and by using various types of instructional aids and PPP's. B.Ed. and M.Ed. trainees observe each and every demo lesson and note down observation in the observation notebook. Method masters also observe the demo lesson. All the trainees, teacher educators and Principal actively participate in the discussion session.

- **ICT Workshop** : The institution arranges ICT workshop of 3 days duration for B.Ed. trainees and 5 days duration for M.Ed. trainees. In this workshop teacher educators explain the importance and need of project method, brain storming technique, problem solving method in teaching-learning process, Unit Plan, Teacher support, student support, Rubric formation, development of lesson plan with the help of these aspects.
  - **Preparation of INTEL based Lesson plan** : After completion of ICT workshop B.Ed. trainees of various methods forms a group and decides the units . Freedom is given to select the units .and finally develops the Projects by using Computer Lab in the whole year.
  - **Psychology Experiments** : Each B.Ed. trainees perform the psychology experiment. The teacher educator gives theoretical information about the psychological concepts related to the experiment e.g. Learning, Memory, Teaching Aptitude, Division of Attention, etc. Teacher educator gives proper instructions about the instruments, tests, how to administer the psychological tests, analysis of the tests, use of manual and uses of the tests in the teaching field etc.
  - Working With Community Camp
  - Excursion
  - Club and House and Department wise activities
  - Internship Programme
  - Formation Of Student Council

➤ Annual Function

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

The institution caters the diverse learning needs of the students as follows :

Curriculum has limited provision to cater the diverse learning needs of student-teachers. But the institution takes care of the diverse learning needs by using the following methods and techniques :

- **Use of Various Teaching Methods (Lecture, Discussion method etc.)**: The teacher educators use various teaching methods in the teaching by identifying the needs of the trainees. The teacher educators use the approaches in the explanation of theoretical concepts, e.g. verbal presentation, by using blackboard, PPP's, by using instructional-aids, by taking participation of trainees. In this way the teacher educators put forth the content by using various approaches.
- **Remedial teaching sessions** are conducted for those who can't keep pace with the progress of the curriculum e.g. in the preparation of Lesson Plan, Content Knowledge of theoretical subjects and methodologies, the problems of Educational Statistics etc.
- **Individual Guidance as per the need, Special Guidance & Facilities to the meritorious trainees** : Advanced learners are provided the scope to access reference books, journals, magazines (EduTrack, University News, Shikshan Sankraman,

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Jeevan Shikshan, etc.) Provision of E-resources, e-books, e-journals, etc.

- Use of seminar and discussion method for curricular transaction
- Use of Class tests & Assignment : Special attention and counseling is given to slow learners (differently able students) e.g. Weaker student teachers in the mathematics given more practice and guidance.
- Personal & Group Guidance : The trainee teacher's groups are formed for the presentation of seminar.
- **Use of ICT in teaching- Learning process** : The trainees are allowed to form the groups and Units from textbooks of school subjects by their own choice. The trainees used the technique of problem solving for planning the strategies of project.
- Sessions are organized for Career guidance & counseling and future opportunities in collaboration with Regional Vocational Guidance Institute, to take care of varied adjustmental problems.
- Arranging Yoga sessions to solve the diverse physical and psychological problems of the students.

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

Activities envisioned in the curriculum for trainees to understand the role of diversity and equity in teaching-learning process are as follow :

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- All theory papers core, optional and methodology subjects include the content which helps to inculcate the values related to the role of diversity and equity.
- Various co-curricular activities to be implemented are also related to the role of diversity and equity, like Jagar Janiva Abhiyan, Street Drama / Show / Skits, National Days, etc.
- Expert lectures and workshops are arranged for the awareness about role of diversity and equity.
- Various programmes are organized as per the Govt. Regulations and Circulars time to time, like Republic Day, Independence Day, Maharashtra Din, Teachers Day, Hindi Day, University Foundation Day, Mahatma Gandhi Jayanti, Shiva Chatrapati Jayanti, etc.

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

Well Qualified and experienced staff is appointed through Maharashtra Public Service Commission, Directorate Of Higher Education, Pune and Govt. Approved Local Selection Committee, through proper channel. The teacher educators are aware about the professional growth and the higher authority motivates the teacher educator to gain the advance knowledge and teaching- learning practices.

The staff is sensitive to cater the diverse student needs. There is summative and formative evaluation of each and every activity involved

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in the curriculum and teacher educators give feed back in written and orally to the individual students.

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

Various practices that helps student teachers to develop knowledge and skills, related to diversity and inclusion and apply them effectively in classroom situations are as follows :

- Talent Search Programme
- Teaching Aids Workshop
- Art and Craft Workshop
- Educational Drawing Workshop
- Micro Teaching Workshop
- Bridge Lesson Workshop
- Demonstration Lesson Workshop
- Lesson Plan Workshop
- ICT Workshop
- Observation and feedback of lessons
- Internship programme
- SUPW activity

These are the practices that help student teacher to develop knowledge and skills related to diversity and inclusion and help them to apply these practices effectively in class room situations.

## 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 engages trainees in active learning with the help of the following resources. Trainees participate in their activities and programmes enthusiastically. The physical as well as mental attendance of the trainees in each activity is 100%.

Healthy, conducive and competitive atmosphere is created which helps the students to remain more enthusiastic and active.

- **Organization of Curriculum Based Workshops :** Trainees are engaged in these workshops to develop the skills related Micro to Macro teaching.
- **Organization of Club and House activities / programmes :** The formation of clubs is on the basis of methodology subject, viz. Library Club, History Club, Science Club, Mathematics Club etc. The houses are formed on the basis of Talent Search Programme. The trainees involved in the houses are distributed equally considering the varied talent of the trainees. Trainees performed various roles and activities, viz. Head of the Club and Houses, Planning and Organization of Programmes, anchoring, chairmanship, special guest , preparation of Handouts , Posters, PPT's etc..

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- **Organization of seminars, lectures, projects, practicum, class tests, assignments etc.** The trainees are engaged by performing various roles Viz. Distribution of topics and responsibilities in panel discussion. P.G. (M.Ed.) Trainees are given opportunity to deliver lectures on the B.Ed. class on allotted topics. They also observe and guide the lesson of B.Ed. trainees. They also play a role as a future teacher educator in internship programme under the guidance of faculty members. Individual Projects and practicum related to theory papers are compulsory. Trainees complete the projects, practicum successfully and submit the reports.



- **Use of Library** The library provide lending of home books, reference service, Reprographic Service, current awareness service, E-Library, Internet facility, Referring the library resources for completion of assignments, projects and activities assigned by teachers, Display of new arrivals in show-cases & through notices, Book Bank facility, Hostel Library, Reading Room Facility are

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provided to U.G. (B.Ed.) trainee, P.G. (M.Ed.) trainee, Research scholars, Faculty members, Non teaching Staff and outsider readers etc.

- **Use of e-sources, web search, e-content etc.** Faculties use e-sources in the practice often and they also motivate the trainees to use e-sources in teaching-learning process. The campus is Wi-Fi enabled which helps the students to access the internet and websites easily for research, in-depth study of topics and references.
- **Team teaching and Peer Teaching** Team teaching and Peer teaching is used by U.G.(B.Ed.) and P.G.(M.Ed.) trainees on allotted topics.
- **Simulation teaching, Role-playing and Internship programme** Simulation teaching technique is used by U.G. (B.Ed.) trainees in Micro-Lesson, Bridge Lesson, Simulation Lessons. In Internship Programme trainees perform the role of Headmaster, supervisor, class teacher, subject teacher, special teacher such as Craft teacher, drawing teacher and Physical teacher etc. P.G. (M.Ed.) trainees perform the role of teacher educator in various field based activities included in U.G. (B.Ed.) curriculum. M.Ed. students play role of teacher-educators and B.Ed. students play role of teachers.
- **Psychology experiments** There are five psychological experiments in the syllabus based on following psychological concepts, viz. Teaching Aptitude, Learning, Memory, Work and Fatigue, etc. Theoretical foundation of the concerned experiments explained by the Teacher educator after that instructions are given by for the practicals. Demonstration of the concern experiment presented by the teacher educator. B.Ed. trainees perform the experiments

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individually and in the group also. The observed data of experiment is analyzed and interpreted and the conclusions of the particular experiment are noted in the Psychological Experiment Note-Book. All trainees actively participate in the experiment and applies the psychological aspects in the practice teaching lessons and also in their professional life.

**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 institution adopts Student Centered Learning Strategy by applying Learning by Doing method for every workshop and activities. Various Teaching Methods, Preparation of ICT based PPT, Presentation of Seminars, Undertaking the Projects, Report Writing, etc, student-centered programmes are conducted.
- Each and every activity adopted by the institution employs participatory learning. All the activities and practicals given in the syllabus are conducted such that the vision, mission, goals and objectives of the institution are reflected through them.
- Students are encouraged to administer the programmes such as birth anniversaries and the death anniversaries, special days, creation of wall papers, handouts, PPT presentation, etc, instructional approaches and experiences are provided for effective learning. Trainees take active participation in planning and implementation of various programmes, activities e.g. Excursion, Celebration of Days, Anniversaries, etc.

**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.**

Innovative Instructional approaches and experiences are provided for ensuring effective learning for U.G.(B.Ed.) and P.G.(M.Ed.) trainees which are as follows :

- ICT based Teaching - Learning : In practicum, each and every methodology include ICT based teaching-learning. Trainees develop the ICT based teaching-learning CD's and use in practice teaching lessons.



- Open ended questioning sessions
- Communicative approach for language teaching
- Conceptual learning approach

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- Use of applied psychology in classroom teaching
- Teaching methodologies : methods of teaching (Inductive-Deductive, Role playing, project etc.)
- Use of Intel Lesson plans- practical method
- Interactive sessions

**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,**

At U.G. level the syllabus for methodology subject contain models of teaching, e.g., Concept Attainment Model, Advance Organizer Model, Inquiry Training Model etc. and at P.G. level a special paper 'Teacher Education' contains models of teaching.

Each B.Ed. trainee has to give 20 practice teaching lessons, in which he / she has a liberty to employ suitable model of teaching and teaching method. for additional training in models of teaching. Total 20 practice teaching lessons are included in the B.Ed. curriculum. Trainees use various methods of teaching in their practice lessons.

In addition to this the faculties use various models of teaching in their lectures. P.G. trainees also use these techniques in their Demo lessons and lectures.

**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.**

Micro-Teaching Technique, having theory and practicum components, is included in B.Ed. curriculum. The institution arranges microteaching workshop and bridge lesson workshop of 21 days duration. The skills prescribed in the University curriculum is as follows :

- 1) Stimulus Variation
- 2) Use of Audio Visual Aid
- 3) Set Induction
- 4) Use of Black board in teaching
- 5) Explanation
- 6) Use of Audio Visual Aids

The trainee has to complete the micro lessons of both the teaching methods like English-History, Science-Mathematics; Marathi-History, etc. The teacher educators demonstrate the micro lesson of each skill and method. M.Ed. trainees are also involved in the demonstration and observation of micro lessons.

The teacher educator demonstrates the bridge lessons. In the Bridge Lesson 3 to 6 skills are intermingled as per the prescribed curriculum e.g. combination of set induction, questioning, use of black board, and explanation, stimulus variation, use of teaching aids, etc. In this workshop trainees practice the bridge lesson under the teacher educators and M.Ed. trainees.

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**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.)**

**The process of practice teaching in schools is as follows :**

There are total 20 practice teaching lessons and 2 annual lessons of two methodology school subjects. Only one practice lesson is allotted to a trainee per day. The teacher educator observes and monitors practice teaching lessons of 12 to 14 trainee per day. The peer trainee observes one lesson of each school subject per day. School teachers are also involved in lesson observation as mentors.

The subject teacher of practice schools allot the units to the trainees.



- **Monitoring Mechanism** : Monitoring mechanism of practice teaching lesson is as follows :
- ✓ **Step I** : Head of the department of the practice teaching lesson approaches to practice schools and discussed and decides about the schedule of the practice teaching lessons.
  - ✓ **Step II** : Preparation of Time Table by the HOD, practice teaching lesson time table is flashed after the approval of Dean Academic , Dean Administrative and Principal is flashed. Time table is flashed on the notice board one week before.
  - ✓ **Step III** : Lesson Guidance by the teacher educator and M.Ed. trainees HOD and faculties guide the trainees how to observe the peers trainees lessons. Teacher educator guide the trainees for lesson planning and for practice teaching and gives proper instructions about content analysis, Objectives and specifications, teaching methodologies, techniques, Use of resource material and references etc.. School teachers are also involved in lesson observation at the end of each lesson plan given in the lesson plan notebook. The teacher educator and peers gives feedback orally and in written.
- **Feedback Mechanism** : The institution provides the observation Note Book to the B.Ed. and M.Ed. trainees to write remarks on the peer lessons. In the lesson planning note book also includes observation schedule for teacher educator, who writes remarks on strengths and weaknesses observed in the lesson and writes suggestions for the improvement of further lesson and also gives feedback orally after the lesson is over.

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

The process of internship programme is as follows : Head of the department visits and selects four schools for internship programme and collects the time table.

#### **✚ Pre- Planning of the Internship Programme**

- Preparation of instructional Booklet.
- Selection of schools.
- The Students are distributed and classified into four groups. Each group consists of method-wise 25 B.Ed. trainees and 10 M.Ed. trainees in each school.
- Discussion with Headmaster and teachers of the schools about implementation of programme.

#### **✚ Two days preplanning Workshop : In this workshop -**

- Distribution of Booklet and common reading of booklet
- Timetables of cooperative schools
- Distribution of responsibilities to the students underlying the roles of the head-master, supervisor, class-teachers, art-teacher, physical-teacher, music-teacher etc
- Framing a school time table
- Planning of co-curricular and extracurricular activities – Morning assembly schedule, cultural programmes, inauguration ceremony, etc.
- Theory periods – teaching –learning
- Health and Hygiene related activities
- Financial management

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### **Execution of One week Internship Programme -**

- Inauguration of internship programme by headmaster of Intern schools.
- Under the guidance of teacher educator and M.Ed. trainees observe the lessons of experienced school teachers.
- H.M. and supervisor of internship programme of each school monitors the implementation of time tables and all concern activities.
- Unit test is administered for the school by the trainees on the studied units taught during the internship and result is declared in the classroom.
- The last day of Internship Vaedictory Function is arranged. In that the presentation of cultural programme and prizes are distributed to the school students participated in the various competitions arranged in the Internship Programme.

#### ➤ **Feedback Mechanism**

Principal of the institution, teacher educator, teacher trainees, M.Ed. trainees, visitor and guests give feedback during the internship programme on execution of various activities.

Head master, school teachers, parents of the school students, non-teaching staff also give feedback during the internship programme regarding success, quality and suggestions for the improvement of internship programme. School teachers and headmaster also shares the educational experiences with trainee teachers for the inspiration.

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The centre of internship programme is school students. The outcome of the Internship programme is that the attendance of school students is found to be increased and school students participate in various activities enthusiastically they give positive feedback to the internship programme and lastly B.Ed. and M.Ed. trainees submit the detail report of internship 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,**

Practice teaching sessions and plans are developed in partnership operatively, involving the school staff and mentor teachers details are as follows:

**Practice Teaching, internship programme and Annual Lessons**

- Head of the department of programmes visits to selected schools for the execution of practice teaching sessions and internship arranges the sessions with the help of Head Master and teachers.
- Subject teachers allot the units to trainee teachers as per their unit planning.
- In the Internship Programme the expert teacher used to give information about school records such as Transfer Certificate, Stock Register, Inward, Outward register, daily diary, daily lesson plan, school time tables, Annual Planning,

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Teacher's attendance register, Lab related registers, records and Library related registers etc.

- Head master and teachers make aware about the background of school students and rules and regulations of schools.
- Head Master and school teachers also express about their expectations from the trainees.
- In the practice teaching sessions and internship programme there is interaction between teacher educator, head master, and school teachers about the expectations.
- The school teachers observe the practice lessons of B.Ed. trainee and give feedback.
- The practice school provides facilities like seating arrangement, drinking water, electric-supply for PPT and infrastructural practices.

In this way the practice teaching schools are involved in the implementation of above activities cooperatively.

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

The institution creates an overall environment for managing the diverse learning need of students in schools through content of theory papers, practicals, expert lectures and extra-curricular activities.

- The content of the theory papers focus on diverse learning needs of school students.

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- The teacher educators make aware about the managing the diverse learning needs through their lectures, workshops, activities and various programmes.
- In practice teaching lessons and internship the trainees interact with the school students and handle them successfully.

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

- ✚ Every faculty members adopt technology in their daily practices, lectures. The trainees are encouraged for the use of technology.
- ✚ ICT is included in the curriculum of U.G. and P.G. level.
- ✚ ICT based workshops are organized in the institution.
- ✚ ICT projects are completed by U.G. and P.G. trainees.



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## **2.4 Teacher Quality**

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

**Yes,**

The teacher educators are involved in practice teaching plans. The cooperative schools are involved in planning a programme. Taking into considerations the standard and divisions of the schools the student teachers are distributed in the schools.

**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 identified practice teaching schools depends on the availability of standards and divisions.
- Teacher educator - The ratio for observation of practice lessons 01 teacher educator is to 12 trainees (1:12).
- The teacher educator observes minimum one and maximum two lessons per period.

The decision is taken on the basis of staff meeting.

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

The mechanism of giving feedback to the students used for performance improvement is as follows :

- ✚ The feedback from teacher educators, Peer trainees and M.Ed. trainees after completion of each and every workshop, task , activity, project, micro & bridge lessons, practice lessons, co-curricular activity, internship for performance improvement.
- ✚ Diagnostic and remedial approach is used to give feedback to the students for performance improvement.

### **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 content of the theory papers is related to the School Management Policy directions and educational needs of the schools. Quality in education, classroom management, discipline, innovative practices in teaching and learning process .All these aspects are included in the curriculum at U.G. and P.G. level and the trainees are make aware all these aspects.

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

Faculties of the institution keep pace with the recent developments in the school subjects and teaching methodologies through various activities and approaches.

Some of the faculties are involved in committee of S.S.C. Board, in writing of teacher Handbooks / Manuals, Textbook Bureau. Some of the faculties are involved in the Board of Studies of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and keep pace with the recent curriculum of teaching methodologies.

Hand books, manuals, references books, e-sources, textbooks are used to keep pace with the recent development in the school subjects and teaching methodologies.

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

The institution ensures personal and professional career development of teaching staff by encouraging them to participate in :

- Refresher and Orientation Courses
- Long term and Short term Training Programmes
- The faculties perform the role of Resource Person, Chairperson, Govt. Nominee, Paper Setter, B.O.S. Member,

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Members of Advisory Bodies, Member of Teacher Association, Member Of Editorial Board, Member of Research Committees at various Organizations, Institutions, Schools, Boards etc.

- State, National, International Level Conferences, Seminars, Symposium, Workshops



- Organizing various workshops, Training courses related to LP, ICT, and research curriculum development.

### **At Institutional Level**

The institution distribute the responsibilities to the faculties such as

- Administrative Dean
- Academic Dean
- Heads of the Units (U.G. Unit, P.G. Unit, Research & Publication Unit, Distance Education Unit, Library Unit, Administrative Unit )

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- Heads of various departments / Labs
- Heads Of Clubs
- Heads Of Houses
- Heads Of Workshops
- Heads Of Various Committees
- Members Of Various Committee

The institution provides opportunities to the faculty members Viz.

- Organizing Research Workshops, Training Courses for persons related to educational field
- The institution promotes to faculties for research and publication related activities
- Creation of e-resources

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

The institution motivates the staff members for good performance by following mechanism :

- Performance Appraisal of the faculties
- Appreciation / Certificates by the Hon. Director Of Higher Education, Pune and Govt. of Maharashtra for excellence in work duty.
- The institution organizes honor ceremonies for the achievement Viz. degrees, selection on committees, reward,

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promotion, remarkable work mentioned in the college magazine etc.

In this way the institution motivates and promotes the staff members.

## **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.)**

There is conducive environment for learning of varied students in the institution. The teacher educators identify the barriers in the learning of trainees through various approaches and communicate the trainees through feedback mechanism as follows :

- ✚ Orientation and Counseling at the time of admission through faculty
- ✚ Through institutional interviews to identify barriers related to family, social, economical, regional, educational, communication aspects etc.
- ✚ Talent Search Programme for identification of barriers in the presentation skills.
- ✚ Contest Test based on the Secondary School Curriculum to identify the lack of content knowledge.
- ✚ All workshops related to practice teaching to identify the weaknesses in the teaching skill.

- ✚ House and Club activities to identify the managerial skills.
- ✚ After the completion of each and every activities, workshops, programmes feedback is given orally as well written form.

In this way barriers in learning are identified and assessed through Diagnostic Approach, Use of Formative And summative Evaluation Process, Execution of Surprised Class Tests, use of various tools techniques and methods of evaluation are followed.

**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?**

There is assessment and evaluation process is prescribed in the curriculum. The institution follows the guidelines given in the curriculum. The weight age for internal and external evaluation for U.G.(B.Ed.) and P.G.(M.Ed.) level is as follows :

**U.G. (B.Ed.) Level and P.G. (Level)**

There are seven theory papers and the division of marks is 80% for theory papers which is evaluated externally and 20% marks are allotted to practicum such as Class Tests, Assignments and Seminars which is assessed internally.

**Structure of M.Ed. syllabus / Course : w.e.f. June 2012 :**

☛ **200 Working Days** ☛ **One Period = 60 Minutes**

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☛ Theory Papers 1 Credit = 15 Hours &

☛ Practicals 1Credit = 30 Hours

| PART 1A : CORE COURSES (COMPULSORY)                              |              |  |                |                       |             |             |         |
|--|--------------|--|----------------|-----------------------|-------------|-------------|---------|
| Sr No  | Paper code   | Paper Title  | Internal Marks | External Marks U.Exam | Total Marks | Total Hours | Credits |
| 1)   | EDU CC- 1    | Philosophical & Sociological Foundations of Education  | 20             | 80                    | 100         | 60+30       | 5       |
| 2)   | EDU CC- 2    | Learner and Learning Process   | 20             | 80                    | 100         | 60+30       | 5       |
| 3)   | EDU CC- 3    | Research & Statistics in Education   | 20             | 80                    | 100         | 60+30       | 5       |
| PART 1B SPECIALIZATION COURSE (OPTIONAL) Any One From 4 & 5 each |              |  |                |                       |             |             |         |
| 4)   | EDU SPE C- 4 | a. Comparative Education<br>b. Distance Education and Open Learning<br>c. Educational Technology & ICT in Education<br>d. Environmental Education<br>e. Elementary Education<br>f. Language Education<br>g. Science Education<br>h. Secondary & Higher Secondary Education | 20             | 80                    | 100         | 60+30       | 5       |
| 5)   | EDU SPE C- 5 | i. Curriculum Development<br>j. Educational Measurement & Evaluation<br>k. Guidance & Counseling<br>l. Inclusive Education<br>m. Management, Planning and Economics of Education<br>n. Teacher Education<br>o. Value Education and Human Rights<br>p. Yoga Education       | 20             | 80                    | 100         | 60+30       | 5       |
| 6)   | EDU CC- 6    | Dissertation Report, Viva-voce and oral  |                |                       |             |             |         |
|  |              | a. Dissertation Work (Guidance + Contact Hours) = Total Work)  |                | 100                   | 100         | 300         | 10      |
|  |              | b. Viva-Voce For Dissertation  |                | 50                    | 50          | 30          | 1       |
|  |              | c. Oral for Verification of Internal Work (Only External Examiner)   |                | 50                    | 50          | 30          | 1       |
| Total of Part 1  |              |  | 100            | 600                   | 700         |             | 37      |

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| PART - II - INTERNAL ASSESSMENT  |                 |   |            |             |             |               |           |
|----------------------------------|-----------------|---|------------|-------------|-------------|---------------|-----------|
| 7)                               | EDU<br>CC 7     | Project related to all Papers   | 100        | ----        | 100         | 120           | 4         |
| 8)                               | EDU<br>CC 8     | Field Based Experiences related to practice teaching & Internship Programme on B. Ed. Colleges for 6 days (1 day for planning and preparation, 1day for checking of lesson plans, 2 days for lesson observation in schools, 2 days for giving lectures in B.Ed. college. (each student shall take lectures - 2 /3 on General and 1 /2 on methodology) | 50         | ----        | 50          | 36+39<br>= 75 | 2.5       |
| 9)                               | EDU<br>CC 9     | Participation & Reporting of Workshop (Research, CAIL, Demo Lesson)   | 25         | ----        | 25          | 60+30<br>= 90 | 3         |
| 10)                              | EDU<br>CC<br>10 | ICT Based Practical (CAIL, Demo lessons) (Guidance + Lab-work + Contact hours)  | 50         | ----        | 50          | 120           | 4         |
| 11)                              | EDU<br>CC       | Excursion (One Day)   | 25         | ----        | 25          | 15            | 0.5       |
| 12)                              | EDU<br>CC       | Review of Research Papers -5  | 50         | ----        | 50          | 30            |           |
| <b>Total of Part- II</b>         |                 |   | <b>300</b> | <b>----</b> | <b>300</b>  |               |           |
| <b>Total of Part -I &amp; II</b> |                 |   |            | <b>----</b> | <b>1000</b> | <b>1260</b>   | <b>52</b> |



### Structure of B.Ed. Course :

Theory Papers 1 Credit = 15 Hours &

Practicals 1Credit = 30 Hours

### External Assessment Part-I & II

### Internal Assessment Part-III & IV

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## Structure of B.Ed. Course :

| Sr. No.                       | Parts              | Course Detail   | External Marks            | Internal Marks | Total Marks |
|-------------------------------|--------------------|---|---------------------------|----------------|-------------|
| 01                            | Part I and Part II | Theory Papers (07)                                    | 560                       | 140            | 700         |
|                               | Part II(A)         | Annual Lesson Examination                             | 80                        | -              | 100         |
|                               | Part II(B)         | Viva-Voce for Verification Of Internal Practical Work | 20                        | -              |             |
| 02                            | Part III           | Field Based Experiences Including Practice Teaching   | -                         | 235            | 235         |
| 03                            | Part IV            | Co-Curricular Activities                              | -                         | 165            | 165         |
| <b>Part I &amp; II : 800,</b> |                    |   | <b>Part III : 235,</b>    |                |             |
| <b>Part IV : 165,</b>         |                    |   | <b>Total Marks : 1200</b> |                |             |

### Internal Assessment :

At U.G. (B.Ed.) and P.G.(M.Ed.) level , teacher educator assess the performance of trainees during and after completion of the activities , programmes, workshops and practicum etc. throughout the year.

- **Mid Term Assessment**

In U.G. and P.G. curriculum there is no semester system. Hence midterm assessment is not necessary.

- **Term End Evaluation**

The U.G. and P.G. courses are one year duration courses. At the end of academic year preliminary examination is conducted by the institution. Whereas though there is not any provision of Preliminary Examination at P.G. (M.Ed.) level but the institution conducts the Preliminary Examination to prepare the trainees for annual University Examination.

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- **External Evaluation**

At U.G. ( B.Ed.) level external evaluation process is as per the university guidelines.

The process of external evaluation includes following things :

- ✚ **University Final Lessons Examination**

The Chairman, Internal and External examiners are appointed by the university the evaluation of the annual lessons.

- ✚ **Oral Examination**

At U.G. and P.G. level the external evaluators assess the all the practicum completed throughout the academic year.

- ✚ **University Examination**

University examination is conducted by the university.

- ✚ **Viva-Voce based on Research for P.G.(M.Ed.) Course**

As per the university guidelines M.Ed. trainees have to perform research work which is evaluated externally through internal and external evaluators.

The institution provides continuous and comprehensive evaluation mechanism to evaluate the trainees. The teacher educators follows the transparency in the evaluation process .They use various tools, techniques and methods of evaluation. Viz. Teacher educator evaluation, Peer Evaluation, Expert Evaluation.

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

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Assessment / evaluation outcomes are communicated and used in improving the performance of the students and curriculum transaction is as follows :

Teacher Educators use the diagnostic approach to identify the strengths and drawbacks / weaknesses of the students are communicated to them for the improvement in the performance of the trainees.

To maximize the strengths and to minimize the weaknesses / drawbacks of the trainees the following techniques are followed by the teacher educators :

- Use of diagnostic and remedial approach.
- TDPF (Theory + Demonstration + Practice +Feedback) model for all workshops and practicum in oral and written form.
- Drill and practice as per the learning needs of the trainees Viz. Lesson Planning, Seminar, Tools, Examinations and practicals.
- Supervised study to develop the self study habit and thinking process and motivate to express the ideas.
- The teacher educators communicate the remarks at the time of micro teaching lessons, bridge lessons, practice teaching lessons and internship programme in oral and written form which helps the trainees to improve the performance in the next lesson.
- M.Ed. trainees are involved in the process of evaluation as a part of field based activities prescribed in the curriculum. They also give feedback for the improvement in the performance.
- **Peer Evaluation** - Peer trainees evaluate the performance in the activities i.e. micro teaching, Bridge lessons, Practice teaching

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lessons and internship programme. The institution provides observation notebook to trainees. They observe and write the remark and communicate to peers which also helps and motivate for the improvement in the performance.

- **Self Evaluation** - The teacher educators motivate trainees for self evaluation to point out the strengths and weaknesses for the improvement in the performance.

#### **2.5.4 How is ICT used in assessment and evaluation processes?**

The assessment and evaluation is done externally by the university and internally by the institution wherein the ICT is incorporated as and when is possible and appropriate.

The internal assessment includes many components and practicum where ICT is used.

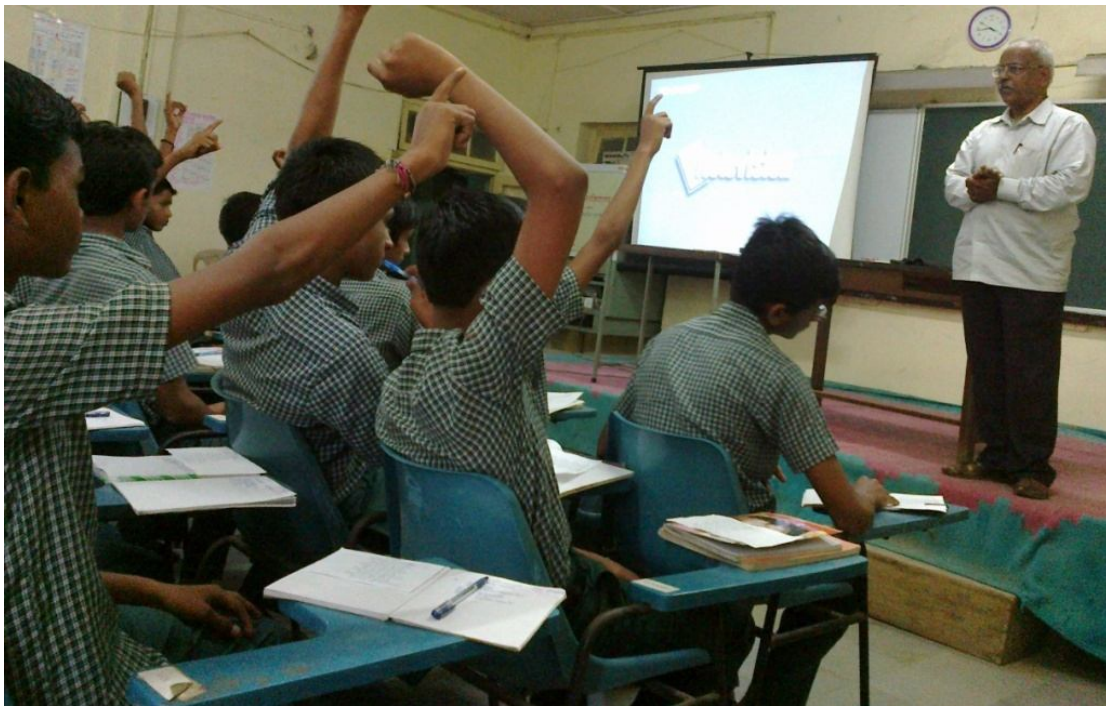
- The assignments, Projects etc. are communicated to the trainees through ICT like Websites, e-mails, mobiles.
- The question banks are developed on computers.
- The trainees' achievement is processed and statistically analyzed and the same is communicated through e-mails, Website, mobiles to the trainees.
- The documentation and recording of assessment and evaluation of all the practicals are done on computers by all faculties.

## 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?

The institution introduces innovations in teaching, learning & evaluation are as follows :

- All teaching faculties use ICT in teaching learning process and all practical activities.



- Teacher educator develop the CAIL (Computer assisted Instruction and learning) materiel for trainee teacher and school students. in the practice lessons, theory lectures co-curricular activities and extracurricular activities etc.

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- The teacher educator use internet for advance knowledge, Model lesson, Plans, survey of related literature for research work.



- The guidance about the conceptual learning introduced by the individual faculty members, they promote the students to think at reflective level and to express the through and motivate the student to think about the substantial abstract concept

**Various Best Practices from the institution are as follows :**

- Conceptual Learning Programme
- Innovative Demonstration Lessons and Open Discussion
- Organization Of Simulation Lessons
- NET/SET/TET/competitive examination,
- Guidance to B. Ed. and M.Ed. students,
- Department wise activities
- Unit wise work distributions,

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- Use of co operative, collaborative , group discussion method,
- ICT based teaching and learning project method,
- Use of Reflective Thinking Model ( Brain storming, divergent thinking process)
- **Yogic Practices**



- Orientation about Child Psychology,
- Use of applied psychology in teaching learning process,
- Inter institutional programmes,
- Student monitoring programmes
- Staff development programmes,
- Skills oriented programmes,
- Schemes – ‘*Nirantar paritoshik theva yojna*’, ‘*pustak pedhi theva yojna*’, ‘student Welfare Scheme ’
- Organization of communication class,
- Content knowledge enrichment programmes. etc.

## 🚩 Details of Some Significant Innovative Practices :

### a. Development of ICT based instructional material :

- Faculty develops CAI based language learning programmes.
- Development of instructional material for science subjects.
- Instructional programmes for research methodology.
- Development of theoretical and practical programme based on Power Point Presentations.
- Development of instructional programme on Yoga Education.
- Development of CDs and DVDs based on demonstration lessons and practice teaching lessons.



### b. Development of Instructional material for cocurricular activities:

- Development of information Broacher for working with community camp.
- Development of information Broacher & work-book for Internship programme.
- Development of information Broacher for Excursion.

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- Development of Information Broacher and work-book for Psychology Experiments.
- Development of ICT work-book including information
- Development of work-books on micro and macro practice teaching lessons.

**c. Creation of Books :**

- Development of Educational material on writing skills. (*shuddhalekhnache sadeteen niyam* published in 2006)
- Health and hygiene related handbooks (*Aarogyam Sukh Sampada*)
- Value oriented Handbooks. (*Sanskar, Zadanchi Gani, May Mauli*)
- Collection of the ‘one Act Play- *Pala- Pala Spardha aahe*’, *Adjustment Aajkal*’.)
- The Handouts, Wall magazines and PPP prepared by houses and departments occasionally, e.g. anniversaries and special days.

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

In the delivery of instructions best practices including use of technology is used by the institution as follows :

The institution introduces various best practices. After implementation of these practices in the teaching - learning process, we find drastic change in the behavior of the trainees.

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**The best practices and their outcomes are as given below :**

- **Use Of ICT in Teaching –Learning Process**

- Trainee teachers at U.G. (B.Ed.) and P.G. (M.Ed.) level used ICT often Viz. prepared PPP's in the Micro, Bridge, Practice Teaching Lessons and Use of internet Seminars, Projects, Practicum.
- P.G.(M.Ed.) trainees applied technology for research work. Viz. to take review of related researches and literature in the development of research tool, Methodology of the research and report writing.



- **Development Of Instructional Material at U.G. (B.Ed.) and P.G.(M.Ed.) level**

- The instructional material is developed by the institution, viz. Work Books for various workshops and activities. These instructional material was helpful.

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- a) In understanding the objectives of the workshops ,activities and programmes
  - b) In implementing the workshops ,activities and programmes
  - c) In report writing.
- The trainees acquired the knowledge of advance technology and it's use in practice teaching, research based activities, skill based activities, which help to promote and to enhance the quality of teacher education programme.
- **Demonstration of Lessons ( Micro, Bridge and Macro) and Open Discussion**
    - Trainees are motivated to adopt the knowledge about methodology of teaching.
    - Trainees applied the acquired knowledge and teaching skills in their Micro, Bridge and Macro lessons.



- **Inter-Institutional Programmes (Co-Curricular and Extra-Curricular activities)**

Following programmes implemented in the institution, viz. Talent Search Programme, Morning Assembly, Club and House activities, Celebration of Days, Annual Gathering, Jagar Janivancha Abhiyan, etc.

The change in the behavior of the trainees due to the implementation of the programme was follows:

- Development of stage courage and confidence
- Development of organization and management skill
- Development of interactive socio cultural atmosphere
- Development of interest in implementation of innovative ideas and themes for future programmes.
- Development of core elements included in National Policy Of Education (1986) Viz. national Integration, International understanding, secularism and gender sensitization etc.

- **Orientation about Child Psychology and Use of Applied psychology in Teaching-Learning Process :**

Educational Psychology is included in the U.G. and P.G. curriculum as a core theory paper. The units are related to the growth and development , learning process , Intelligence , thinking process ,mental health etc.and psychological experiments are included at U.G.level as a part of practicum.

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Following impacts are reflected in the teaching - learning practices and professional development of the trainees :

- Development of classroom management skill.
- Handling school students considering to the individual differences
- Conducting interactive, healthy, supportive learning atmosphere in the classroom.

The institution also uses ICT in Admission Process to keep in contact with MKCL and Directorate of Higher Education, M.S., Pune as follows :

- **Admission process** - Notification of the admission process flashed by the Director Of Higher Education

- Phases of On -line Centralized admission process

**Phase I** On-line Registration, Payment of Fees, Filling of application form.

**Phase II** - Common Entrance Test (CET) & English Language Content Test (ELCT).

First Round - Option Form Filling and Admission

Second Round - Option Form Filling and Admission

Third Round - Option Form Filling and Admission

**Phase III** - Waiting List Round at college level - Option Form Filling and Admission.

## **2.7 Additional Information to be provided by Institutions opting for Reaccreditation / Reassessment.**

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

The observations / suggestions made in the first assessment report with reference to teaching -learning and evaluation criteria were as follows :

- 1) To develop Language Proficiency of trainees.
- 2) To increase the number of Psychological Experiments.

These are acted upon as follows :

- Measures undertaken for Development Of Language Proficiency of trainees :
  - ✓ Development of Language Laboratory
  - ✓ Use of Interactive methodologies in teaching-learning process
  - ✓ Implementation of Language Proficiency Development Programme
  - ✓ Implementation of Seminar Activity for development of Presentation Skills
- Measures undertaken to increase the number of Psychological Experiments :

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- ✓ To increase the number of Psychological experiments is under the jurisdiction of university.
- ✓ The syllabus of Psychology is recommended by the University. The nature of syllabus is of Theoretical and Practical. At the time of teaching theory correlates practically.
- ✓ Practicum related to this paper includes remaining Psychological Experiments.

**2.7.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

Quality Sustenance and Enhancement measures undertaken for Development of Language Proficiency of trainees and to increase the number of Psychological Experiments are discussed in **Point 2.7.1 above.**



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### 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?

Our institution is a recognized research center recognized by to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

#### Units of I.A.S.E., Aurangabad

|  |   |                             |                                    |
|--|---|-----------------------------|------------------------------------|
| <b>Research &amp; Publication<br/>Unit</b> | ↓ | <b>Extension<br/>Unit</b>   | <b>Distance Education<br/>Unit</b> |
| <b>Head-Dr.Shaikh H.M.</b>                 |   | <b>Dr.Chincholikar K.L.</b> | <b>Dr.Rathod L.K.</b>              |

Our institution has an independent research and publication unit. This unit regularly organizes seminars, workshops, etc on various aspects of interdisciplinary research. It offers opportunities to not only the faculties from this institution but faculties from other institutions for participation in these seminars, workshops. Following few points highlight the way how this institution motivates its teachers to take up research in education.

Faculties are encouraged to participate in research related seminar, conferences and workshops by providing the Duty Leave and T.A.D.A. occasionally.

Faculties without Ph.D. degree have been encouraged to register for Ph.D. by making them available all type of facilities for eg. Forwarding

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their proposals for the sanction of grants to the concern authority / UGC, granting duty leave, etc.

The institute organizes special lectures or training for faculty members to take a research project.

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

**The thrust areas of research prioritized by institution are**

- + Educational philosophy**
- + Girls education**
- + ICT in education**
- + Research for special needed areas**
- + Educational sociology**



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

**Yes,**

In the institution Action researches have been conducted by trainees as per B. Ed. syllabus. The institution organizes action research workshop for in-service teachers. The action researches are also conducted in the course of D.S.M.

#### **Outcome and impact :**

As the outcome of the above researches the teachers apply the solutions to solve the problems like handwriting, concept learning,

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language competencies, problems in Algebra and Geometry etc. in their day to day teaching learning process in their respective schools.

The selective action researches at the institution (District) level got prizes at state level in SCERT.

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

The faculty members attended conferences / seminars / and workshops as follows.-

| Level / Event | Conferences / Seminars / workshops |
|---------------|------------------------------------|
| Institution   | 42                                 |
| University    | 08                                 |
| State         | 31                                 |
| National      | 57                                 |
| International | 21                                 |



All the faculties from this institute have attended conferences, seminars, and workshops as per their convenience within last five years which are mentioned above.

This institute has organized many workshops and seminar under Extension services department and Research and Publication department within last 5 years. Few of the remarkable workshops of this institution are :

- ✚ Action Research Workshop for DITE and school teachers.

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- ✚ State level Research workshop for all faculties and Research Fellows.
- ✚ ‘Janiv Jagriti Abhiyan’ under Extension services Department. Etc.

### 3.2 Research and Publication Output



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

The faculties of this institution have developed instructional material as follows :

- ✚ ICT workshop handbooks / manual.
- ✚ CAI / Power point programmes for B.Ed. and M.Ed. instructions.
- ✚ Computer learning workbook for pre-service and in-service trainees.
- ✚ Language learning programme.

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- + O.H.P. Transparencies
- + Charts, Flannel units, flow charts, pictures
- + Models and 3-D pictures.
- + Model lesson plans.
- + Social survey information brochure
- + 'Shilpakar' a yearly magazine of the institute

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

The institution has following facilities for developing instructional materials :

- + Modern LAN connected spacious computer lab with Broad Band, Internet, and connectivity.
- + Wi-Fi enabled campus.
- + Rich well equipped central library with reprographic facilities.
- + Well furnished science, AV-technology, Computer, psychology and Language laboratories.

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

**Yes,**

The institution has developed ICT / Technology related instructional materials as follows.

- + ICT workshop handbooks / manual.

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- ✚ CAI / Power point programmes for B. Ed. and M. Ed. instructions.
- ✚ Computer learning workbook for pre-service and in-service trainees.
- ✚ IT based Language learning programme.
- ✚ O.H.P. Transparencies
- ✚ Computerized Model lesson plans.
- ✚ Social survey information brochure
- ✚ ‘Shilpakar’ a yearly magazine of the institute.
- ✚ e-mail and web based assignments / learning material.
- ✚ Cell phone enabled learning material.

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

The details on various training programs and workshop on material developed are as follows-

#### **a. Organised by the institution**

- ✚ Teaching aids preparation workshop
- ✚ ICT workshop
- ✚ SUPW, Pedagogical workshop
- ✚ Micro-teaching work shop
- ✚ Lesson plan and evaluation workshop
- ✚ Practice lessons
- ✚ Internship programme
- ✚ Research proposal development workshop

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- ✚ Research tool development workshop
- ✚ Research Report writing workshop

**b. Attended by the staff**

- ✚ ICT (Intel) workshop organized by Dr. B.A.M. Univ., Aurangabad.

**c. Training provided to the staff**

- ✚ Tool development workshop
- ✚ Application of Statistics in research
- ✚ Research methodology workshop
- ✚ Orientation on elements of research methodology

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

The list of the journals in which the papers are published.

| Sr No | Name of the Faculty | Journal  |
|-------|---------------------|--|
| 1     | Dr. P.R.Gaikwad     | National Journal of Extensive Education And interdisciplinary Research   |
| 2     | Dr. L.K.Rathod      | National Journal of Extensive Education And interdisciplinary Research   |
| 3     | Dr.P.M.Jadhav       | <ul style="list-style-type: none"> <li>➤ National Journal of Extensive Education And interdisciplinary Research</li> <li>➤ Bhartiya Shikshan</li> <li>➤ Bhartiya Shikshan vichar</li> <li>➤ Shikshan Samiksha</li> </ul> |

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|    |                     |  |
|----|---------------------|--|
|    |                     | <ul style="list-style-type: none"> <li>➤ Saint ani Sanvad</li> <li>➤ Shikshan Savedan</li> </ul>   |
| 4  | Dr.H.M.Shaikh       | National Journal of Extensive Education And interdisciplinary Research   |
| 5  | Dr.L.K.Mohrir       | <ul style="list-style-type: none"> <li>➤ National Journal of Extensive Education And interdisciplinary Research</li> <li>➤ Bhartiya Shikshan</li> <li>➤ Bhartiya Shikshan vichar</li> <li>➤ Shikshan Samiksha</li> <li>➤ Saint ani Sanvad</li> <li>➤ Shikshan Savedan</li> </ul> |
| 6  | Dr.K.L.Chincholikar | National Journal of Extensive Education And interdisciplinary Research   |
| 7  | Dr.N.R.Chondekar    | National Journal of Extensive Education And interdisciplinary Research   |
| 8  | A.Prof.S.P.Totade   | National Journal of Extensive Education And interdisciplinary Research   |
| 9  | Dr.B.P.Subhedar     | <ul style="list-style-type: none"> <li>➤ National Journal of Extensive Education And interdisciplinary Research</li> <li>➤ Shikshan Tarang</li> <li>➤ Bhartiya Shikshan</li> </ul>   |
| 10 | A.Prof.G.M.Gaikwad  | <ul style="list-style-type: none"> <li>➤ National Journal of Extensive Education And interdisciplinary Research</li> <li>➤ Theories of identity in Human Rights And B.R. Ambedkar.</li> </ul>  |
| 11 | Dr.R.L.Jadhav       | <ul style="list-style-type: none"> <li>➤ National Journal of Extensive Education And interdisciplinary Research</li> <li>➤ Bhartiya Shikshan</li> <li>➤ Shikshak Samiksha</li> </ul>   |
| 12 | Dr.B.B.Maher        | National Journal of Extensive Education And interdisciplinary Research   |

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

The faculty members of this institution received the following awards:

| Sr. No. | Name of the Faculty | Designation    | Award                                       |
|---------|---------------------|----------------|---|
| 1       | Dr.P.R.Gaikwad      | Director       | Bhartiya Shiksha Ratna                      |
| 2       | Dr.L.K.Mohrir       | Asso.Professor | K.K. Sanskrit Sadhana Shikshak Puraskar     |
| 3       | Dr.P.M.Jadhav       | Asso.Professor | Kartabgar Mahila Purskar                    |
|         |                     |                | Aadarsh Shikshak Puraskar                   |
|         |                     |                | Vidhya Ratna puraskar                       |
|         |                     |                | Vidhya Bhushan award                        |
| 4       | Dr.H.M.Shaikh       | Asso.Professor | Mahatma Phule talent research academy award |
| 5       | Dr.R.S.Lolage       | Phy.Director   | Adrsha Shikshak Purskar                     |
|         |                     |                | Best Blood Donor Organizor                  |
|         |                     |                | Vidhya Bhushan award                        |
|         |                     |                | Vidhya Ratna puraskar                       |
| 6       | Dr.K.L.Chincholikar | Asso.Professor | Lokmanya Tilak puraskar                     |
| 7       | Prof.G.M.Gaikwad    | Asst.Professor | Vidhya Bhushan award                        |

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

**The research projects completed by faculty members.-**

- ✚ Dr. Lolage R. S. has completed two minor research projects in the year 2007-2008 and 2011-2013on UGC funding entitled - “Effect of yogic exercise on Myopia of highest Exercise of high

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schools girls.” (Rs.1,00,000) and “Effect of Yogic exercise on Myopia of high school girls.” (Rs.70, 000).

### **3.3 Consultancy**

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

**Yes,**

The institute provides academic consultancy to various institutions as discussed in next point, but there is no provision of providing commercial consultancy services.

#### **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, the faculties are competent to undertake consultancy, the areas are as follows.**

The faculties from the institute provide academic Consultancy to the other educational institutions like university UGC academic staff college, S.S.C. & H.S.C. Boards, State Adult Education Department, State Vocational Guidance and Selection Institute, Counselling department etc. by giving the expert faculties to conduct their regular academic programmes like Teacher Trainees programme, Research Programme etc.

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Apart from their regular practices the other Government and Non-Government departments also needs the Academic and training based guidance from this institution. For example department of Land Record has a State Training Academy here in Aurangabad in which they provide training to all of their Government servants from whole Maharashtra. In that academy our faculties deliver lectures as and when required.

**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?**

As stated above in 3.3.1 there is no commercial consultancy. So the revenue is not generated among staff members and the institutions. In fact the honorarium, T.A.D.A., earned by the faculty is retained by the faculty. It is not deposited in the institute.

**3.3.4 How does the institution use the revenue generated through consultancy?**

Not applicable.



**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)**

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The institution arranges following programmes for the community benefits:-

- ✚ **Working with community**-The programme of working with community is arranged for development of the social and the co-operation attitude in the trainees. It helps to make aware about the community and the social issues like ‘Prevention of Dowry system’, ‘Removal of Superstitions, Gender equality, Agricultural programme, awareness of preservation of water, Tree plantation, ‘Gramm Swachhata’, ‘Socio-Economic survey, ‘Street Drama’.



- ✚ **Practice Teaching of trainees in local schools**- The practice teaching of the trainees in various local schools also prove beneficial to the

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school students by the uses of modern techniques and strategies like ICT, O.H.P. Audio-Visual Aids etc.

- ✚ **Internship programme** – The school students and their parents get benefited through internship programmes like the value development, self defense training, and balanced diet for health, environment awareness, law literacy, the Yoga for health, science exhibition and the activities which developed the scientific attitude also conducted in the internship programme.
- ✚ **Organization of Blood-donation camp.** The institute Organizes blood donation camp for the benefits of patient, hospital and the society.



- ✚ **Through the extracurricular activities** faculties of this institution as well as teacher trainees of U. G. and P. G. interact directly with the

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local community through visits to various schools, visits to NGOs and the projects they are running viz *Vrudhashrmas*, schools for children with special needs, special schools, etc.

- ✚ **Excursion tours** in rural areas also provide interactive experiences to faculties and teacher trainees regarding problems of rural schools and their educational problems.



- ✚ Apart from this, various GOs and NGOs like '*Bhartiya-Shikshna-Mandal*' organize different type of educational programmes on social and other issues like women empowerment and weaker section empowerment etc. in the institution in which all the faculties and teacher trainees participate and contribute academically to the society. The school students, teacher community are benefitted by expert faculty guidance.

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

**The institution benefited from the community as follows-**

- ✚ Renowned persons and Experts from society are invited on various occasions like Celebration of the cultural programmes, anniversaries, celebration of National days, celebration of the special days, through which the trainees get benefited with knowledge of various fields of life, become aware of different social problems.
- ✚ **Institution-community networking** - The institution has established many types of networking with society like Parent-teacher association Rural Society linkage through working with community camps.
- ✚ Association with different organizations through educational research projects.
- ✚ Visit to the various social institutions
- ✚ Organization of educational excursion
- ✚ Meets like PTA, Alumni, etc.
- ✚ **Institution-school networking** - The institution has linkages with different urban and rural schools through -
  - Practice teaching programme
  - Internship programme
  - Extension activities like, innovative practices competition for primary and secondary teachers.
- ✚ Training programmes for CTEs, DIETs, secondary and primary teachers.

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✚ Annual meetings with school headmasters.

✚ **Others institutional linkages -**

- MIEPA
- SCERT
- NCERT
- NEUPA
- NCTE
- SSA
- RMSA
- AE-SRC
- DPDC
- Marathwada Viadhanick Vikas Mahamandal
- University linkages



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

✚ **Future Plan for non enrolled students** - Regarding future plans in this perspective institution is trying to make the provision for conduction of various educational programmes for the students those who are not enrolled in the schools and working at the different domestic works like *vitbhatti*, building sites, hotel workers etc.

✚ **Future plan for Untrained training personnel** - The institution has a plan to conduct short-term training programmes for the untrained personnel those who are presently working under the various Governments and non- government schemes in rural and remote area.

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✚ **Extending Educational Services** - Apart from this institution has a separate extension department which is only meant for the Extending Educational Services within the jurisdiction and planning to organize various teacher training programme for the Primary, Secondary and Higher secondary teachers on various forthcoming issues. For ex. Educational Technology, Action Research, Implicating Innovative practices, Reform of Curriculum and Syllabus.

**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.**

The institution is planning a project for out of school children to bring them in main stream in near future.

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

**The institute inculcate social and citizenship values and skills through :**

- ✚ Daily morning assembly
- ✚ Various cultural activities
- ✚ Celebration of various days
- ✚ Anniversaries
- ✚ Working with community
- ✚ Teaching learning process
- ✚ Co-relation of various subjects.
- ✚ Internship

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- ✚ Blood donation camp
- ✚ Various sports competitions.
- ✚ Yoga Camp

### 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.

All over India there are 31 IASE's. Out of which this institution is also upgraded as an '**Institution for Advance Studies in Education**' - IASE by Human Resource Development New Delhi. Hence, as and when NCTE calls the National Seminars/ Conferences regarding Renovations of B.Ed. / M.Ed. Curriculum or HRD Ministry calls the Seminars / Conferences of IASE's for restructuring and implementing the National Curriculum Frame work. This institutional faculties also participate to contribute the various ideas and need base suggestions regarding the issues of the Seminars / Conferences, eg. In 2009-10 Dr.L.K.Rathod visited Hyderabad NCTE, Dr.Shaikh H.M. visited Renovation of Curriculum at New Delhi; In 2013-14 Dr. P.M.Jadhav and Dr.Shaikh H.M. visited Reframing Curriculum and Implementation and working of IASE's HRD ministry New Delhi.

This institution extend the educational services through Extension Department adequately to all CTE's, DITE's, and Primary and Secondary schools.

This institution has regular linkages with the Secondary schools for regular practice teaching, for Students Internship programme and all other

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co-curricular activities. Few schools are regularly linked for placement services for ex. *Podar International School, Arya Chyanyakya School, Jatwada*. Teacher trainees of this institutions regularly participate with the school programmes arranged for parents of the school children.

Over all the whole institution is consistently working for the development of teacher trainees. Faculties from the institute frequently participate in various training programmes organized by university and other colleges and also participate as resource persons in universities and colleges in various seminars and workshops.

**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.**

In the academic year 2013-2014 this institution get Accredited by **IAO** and as per the provisions made by **IAO**, they have provided various faculty exchange, placement and publication facilities to this institutions. This is the only International collaboration of this institution.

In-spite of this various students from the Middle East countries like Yemen are completing their Ph. D. Research works in this institutions. As this institution is one of Research Center of Dr.B.A.M.U. Aurangabad., in future institution is trying to establish collaboration with other countries to interact and mutual exchange of ideas regarding innovative need base teacher training programme.

**3.5.3 How did the linkages if any contribute to the following?  
Curriculum Development Teaching Training Practice**

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## **Teaching Research Consultancy / Extension / Publication Student Placement.**

This institution contributes for curriculum development, Teaching, Training, Practice Teaching, Research, Extension etc. at University Level, School Level and even with S.S.C. & H.S.C. Boards of Maharashtra State by participations of faculties in various capacities like member of Board of studies, faculty etc.

- ✚ **Teaching and training** : This institution extends the educational services through Extension Department adequately to all CTE's, DITE's, and Primary and Secondary schools. All most each and every faculty members deliver lectures, work as a resource persons, chair persons in various institutions.
- ✚ **Practice Teaching** : This institution has regular linkages with the Secondary schools for regular practice teaching, for Students Internship programme and all other co-curricular activities.
- ✚ **Research** : This institution has established separate department for Research and Publication since 2011-2012 through which organize various state level workshops on 'Research Methodologies'. We are regularly publishing a quarterly journal named, '**National Journal of Extensive Education and Interdisciplinary Research**' since January 2013.
- ✚ **Consultancy** : Institute has no paid consultancy services at present.
- ✚ **Extension** : The institution has linkages with MHRD, SCERT, UGC, NCERT, NCTE, etc.

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✚ **Publication** : The institution is regularly publishing a quarterly journal named, 'National Journal of Extensive Education and Interdisciplinary Research' since January 2013.

✚ **Student Placement** : Few schools are regularly linked for placement services for ex. Podar International School, Arya Chyanyakya School Jatwada. Teacher trainees of this institutions are regularly participate with the school programmes arranged for parents of the school children. Separate placement cell is actively working since 2005-2006 for B. Ed. / M. Ed. Students.

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

Institution is thinking for linkages with National and International level organizations. However state level linkages are already in place as discussed in **points no. 3.5.1 & 3.5.2 above.**

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

**Yes,**

The faculty of this institution are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching as follows-

✚ The teacher of the schools and faculty jointly evaluate the trainee teacher teaching performance.

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- ✚ In the meeting with headmasters the practice teaching schedule is finalized.

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

The faculty of this institution collaborates with school and other college and university faculty is as follows-

- ✚ The faculty assess and accreditate other state institutions on behalf of NAAC and NCTE.
- ✚ The faculty members work as chairman and members of college affiliation committee, final lessons programme for University.
- ✚ This being a government institution work as a government nominee on various committees.
- ✚ Faculty members' work as research referees, guides, paper setters and moderators in various Universities.

## **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?**

- ✚ The institution regularly organize various types of research workshops to enhance the quality of research.
- ✚ The researchers are provided the internet and library facility with research cubical. They can resort to the internet for

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procuring information about the research and the research methodology.

- ✚ The extension unit organize the programme as per the need of teachers in the region.

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

The innovations /good practices in research, and extension activities are as follows-

- ✚ This institution has established separate department for Research and Publication since 2011-2012 through which organize various state level workshops on ‘Research Methodologies’.
- ✚ Also we are regularly publishing a quarterly journal named, ‘National Journal Of Extensive Education and Interdisciplinary Research’ since January 2013.
- ✚ This institution is one of ‘Research Center’ affiliated to Dr. B. A. M. U. Aurangabad. Hence in future, institution is trying to establish collaboration with other countries to interact and mutual exchange of ideas regarding innovative need base teacher training programme.
- ✚ Various students from the Middle East countries like Yemen are registered and completed their Ph. D. Research works in this institution.

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

#### **3.7.1 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?**

Research and publication unit is working independently to strengthen the research practices and activities. This research department is not working only for the faculty of education but providing expert guidance and making resources available for other faculty researchers and scholars.

Extension services have extended its working area from single District to eighteen Districts of East and North Maharashtra including CTEs and DIETs.

#### **3.7.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

- ✚ Faculties are regularly attending the seminars/ conferences, symposiums and workshops.
- ✚ Faculties of this institution are presenting and publishing their research papers and articles in various seminars/ conferences, symposiums and in National and International journals respectively.
- ✚ Most of the Faculties of this institution have completed their Ph.D. and other's work is in progress.

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- ✚ Faculties of this institution have completed their minor research project and other faculties are proposed their plans for minor and major projects.



## Educational Excursion



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## 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 Institution has fulfilled the infrastructural requirements in accordance to NCTE norms.

| Sr. No | The NCTE Prescriptions   | Yes | No |
|--------|--|-----|----|
| 01     | Preamble   | √   |    |
| 02     | Duration & working Days  | √   |    |
| 03     | Intake, Eligibility & Admission Procedure<br>A. Staff Number<br>B. Qualification<br>C. Teaching Staff<br>D. Non Teaching Staff<br>E. Terms & Condition and Service | √   |    |
| 04     | Facilities<br>A. Infrastructure<br>B. Instructional<br>C. Amenities  | √   |    |
| 05     | Curriculum Transaction<br>A. Practical work to be performed by each student<br>B. Supervision of practice lesson & conducting Workshop                             | √   |    |

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The institution has the physical infrastructure as per NCTE Norms. The facilities provided are as follows:

- Special guidance rooms : Method Lab / Departments- History, Geography, Mathematics, Language Lab, Well equipped Psychology Lab, ICT Lab & Computer Lab,
- Independent library with rich collection of books and spacious reading hall
- Spacious multipurpose Hall for Yoga and Indoor games like Badminton, table tennis, Carom, Chess, etc.
- Faculty Cabins
- Play ground for outdoor games like Cricket, Kabaddi, Basket Ball, Javelin throw, Discus throw, Shot put, etc.
- Science Lab (Physics, Chemistry, Biology)
- Ladies Common room, Gents common room
- Hostel Facilities for Boys & Girls
- Research Department
- Extension Service Department
- Distance Education Department
- Classrooms for curriculum transaction

The institute is upgraded as An Institute for Advanced Studies in Education (I.A.S.E.) by Ministry of Human Resource Development, New Delhi under the centrally sponsored scheme for expansion of teachers training in Maharashtra under the N.E.P. 1986. The estimated cost of the building is Rs. 2, 2185400/- CRs. (Two caror twenty one Lacs eighty five thousand four hundred only) out of above amount Government

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Rs.213.67 Lacs received from Government and Rs. 8. 18 Lacs is still balance.

This infrastructure is very conducive for effective curriculum transaction. This institution has good physical infrastructure as per UGC & NCTE norms.

In this new building B.Ed. Regular, B.Ed. In-service, M.Ed. Regular, M.Ed. In-service classes are conducted. In-service and pre-service short term courses of about 30 days to 90 days related to various aspects of education are also conducted in this building.

In the year 2013-2014 government has sanctioned the special funds of 1.52 Lacs for multipurpose hall. Government has also sanctioned Rs. 89.90 Lacs for ladies hostel out of this 67.50 Lacs received from state Government the construction of building is in a final stage.



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This institution comes under 2F and 12b of the university ACT and it is upgraded as IASE. The institution has linkage with MHRD, New Delhi, NCERT, NCTE, SCERT- Pune, and State Institute of Adult Education (State level) Zilla Shikshan Mandal, Zilla Parishad, Department of Education, S.S.C. board, DPEP, Divisional Vocational Guidance centre, DITE at local level.

- **Campus Beautification:**

This college building is situated in educational zone and far away from the city hazards. This is Government institution. The maintenance of building is under the control of B. & C. Department like Civil and Electrical.

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

The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by State Government of Maharashtra, UGC & IASE. The proposals regarding infrastructure have to be sanctioned by State Government of Maharashtra, UGC & IASE.

#### **Plan for Infrastructural Augmentation**

- The institution will have to provide better facilities of ICT to compete in the global context of e-education. For this purpose, teacher educators need to trainee teachers, which demands proper mindset and readiness to meet infrastructural challenges of technology.

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- The institution plans to make use of the Intel @ teach for transacting the future programmes.
- It has become essential for the institution to create special rooms such as computer lab; garden space for Special Seating Arrangement has been made for trainees for taking lunch.
- Taking into consideration the dynamic competition and linkages with notable educational institutions, the institution plans to strengthen the Internal Quality Assurance Cell and make it the driving force. The plan thus consists of developing proper psychological mindset and implementation of new changes with requisite budgetary allocation.

Thus the institution has the physical infrastructure as per NCTE norms.

The institution plans to meet the need for augmenting the infrastructure to meet the infrastructure to keep pace with the academic growth and to do well planned properly implemented and successfully achieved work in research, extension, orientation refresher etc in the field of teacher institution.

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

The following facilities available for co curricular activities like Library, reading room, hostel reading room, Internet, Xerox, Audio-Visual aids, furniture outdoor games etc. facilities are also available.

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- **Library facilities:** Library facilities are provided to the student including e-resources, e-journals, e-books, book-bank, reading room, Internet facility, reprographic facility etc.



- **Sports and Games:** This institution has a huge play ground which is shared with the institution for a sports competitions and outdoor games like kabaddi, kho-kho, football, dodge ball, volleyball and cricket. Badminton and other indoor games like chess and carom are played in the hall. The institution has requisite sports material for the sports and games mentioned above.



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- **Auditorium / Multipurpose Hall:** Various cultural activities, day celebration, House and Club activities and other recreational activities are held in the auditorium multipurpose hall. Annual Social gathering is also organized in this hall.
- **Classrooms:** B. Ed & M. Ed classrooms are very spacious with proper ventilation and light. They can accommodate at least hundred students and are also utilized for various seminars, workshops, day celebrations, and lecture series. LCD projectors are permanently installed in the classroom to facilitate active learning. All these activities ensure maximum utilization of infrastructure of the institution.



**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.**

This Institute comes under 2F-12b of the UGC Act and it is upgraded as IASE for Maharashtra, the institution has linkage with  
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MHRD New- Delhi, UGC, NCERT, NCTE, DITE, YCMOU, S.S.C. Board, Vocational Guidance Center, State Resource Center, Department of Municipal Corporation, Z.P., & Dr. B. A. M. University Aurangabad. Etc.

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

The institution provides the following **facilities to ensure the health and hygiene** :

Health and hygiene facilities are available in the campus for the staff members and trainees like restrooms for women, wash room for men and women toilets etc. are available, they are :

- Each faculty member has a separate cabin
- Separate rest rooms for trainee teachers (Boys and girls)
- Separate wash rooms for trainees teachers (Boys and girls)
- Separate rest room for staff members
- Common play ground is available for all students and faculty members.
- Cleanliness is ensured in the premises of the institution
- Hostel Canteen is available in the premises of the institution. In the canteen, there is provision of beverages, breakfast, lunch and a variety of snacks.
- Drinking water is made available through Purified water system.

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- A first aid box is readily available in the institution.

Health facilities are time to time provided for Teacher Trainee & Faculty member within Campus.

**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.**

Hostel facilities for boys and girls are available in the campus. Boys' hostel capacity is 60 and girls' hostel capacity is 36. Rooms in Boys' hostel are 30 and 18 in girls' hostel.



24 hours Reading room facility, recreational facilities including sports & games, Health & hygiene facilities are provided in the hostels.

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## 4.2 Maintenance of Infrastructure :

The institution has an adequate infrastructure for quality teacher education programme. It is maintained and upgraded from B. & C. time to time to retain and to enhance its quality to serve teacher trainees in the best manner.

### 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.

- **Building** : The maintenance of building includes minor / major repairs like leakages, plumbing problems, and modifications in the interiors, electrification, ventilation, painting and plastering of the building which is maintained by the B & C (PWD ) Dept. Safety measures and hygiene issues are also taken into consideration. It improves the life of the building and provides pleasant atmosphere for teaching-learning.
- **Laboratories** : The institution is equipped with the Language Laboratory, Science Laboratory, Psychology Laboratory, Computer Laboratory and I. C. T. Lab etc.
- **Furniture:** The Budget allocation and its utilization for maintenance is sanctioned by the Govt. of Maharashtra. The institution is one of the oldest institution that possess elegant wooden teak furniture like cupboards, tables in the classrooms, library, staffroom etc. It requires frequent care and maintenance for its safety.

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- **Equipments** : The equipments provided by the institution is used for various academic, curricular and co-curricular activities. All electronic devices and equipments are maintained regularly.



- **Computers** : There are 60 Computers & 2 Laptops used for office administration, Library work and for the curriculum transaction. The ICT lab is in constant use by students & all faculty members. These need frequent maintenance and up gradation.
- **Transport / Vehicle** : There is no facility of vehicle in the institution.

The budgetary provisions and utilization for the last five years are as follows:

| No. | Item / Year  | 2008-09 | 2009-10               | 2010-11   | 2011-12 | 2012-13 | 2013-14 |
|-----|--------------|---------|-----------------------|---|---------|---------|---------|
| 01  | Building     | --      |                       | New Building- 17 Lacs<br>Old building 15,25,000 |         |         |         |
| 02  | Laboratories | --      |                       |   | 33Lacs. |         |         |
| 03  | Furniture    | --      | --                    | --  | -Nil-   | --      | --      |
| 04  | Equipments   | --      | Generators 7,51,946/- |   |         | --      | --      |

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|    |                      |    |    |    |                     |    |    |
|----|----------------------|----|----|----|---------------------|----|----|
| 05 | Computer maintenance | -- | -- | -- | 815000/-<br>57650/- | -- | -- |
| 06 | Transports vehicle   | -- | -- | -- | -Nil-               | -- | -- |

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

The institution plans to ensure that its infrastructure is put to optimal use. There are over 438 members who make use of the institutional infrastructure. They are classified as follows :

- Principal : 01
- Faculty 7 (M.Ed.) + 7 (B.Ed.) 14
- Librarian : 01
- Director of Physical Education: 01
- Non- teaching staff : 15
- Teacher Trainees: A) B. Ed Regular 100  
B) B.Ed. In-service 45+45  
C) M.Ed. Regular 40  
D) M.Ed.(In-service) Part-time 20+20  
E) M.Ed.(In-service vocational) 25+25  
F) D.S.M 60  
G) Ph.D. Fellows 40
- Total number of Trainee students : **395**

All the lecture rooms, method rooms, Library, Computer Lab and all labs are utilized to the fullest for curricular transaction of U. G. (B.Ed.), P. G. (M.Ed.) pre-service & in-service courses and Ph.D.



- **Multipurpose , Seminar & Lecture Halls:** The classrooms are well equipped with fixed LCD projectors with white Board. In addition to this there are 3 overhead projectors and 2 laptops to conduct technology based teaching lessons using power point

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presentations. The institution has a **good collection of educational movies and documentaries.**



Other than curriculum transaction throughout the year, these halls are used for –

- Various Workshops & Seminars
- Assignment Completion
- Group Discussions and Group Activities
- Preparation / Drilling and Practice of Micro Teaching Lessons and Practice Training
- Special Guidance Lectures
- Guest Lectures and Seminars
- Celebration of Days
- Continuing Education Programme
- Special Guidance Lectures

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The institute provides infrastructural facilities as required by the government agencies from time to time.

- **Faculty cabin-cum counseling Room:** The faculty cabin are used for individual guidance to the in-service and pre-service teacher trainees regarding micro lessons, practice lessons, individual feedback for curricular performance, remedial inputs, and research guidance. The faculty members are allotted these individual cabins for preparation of lectures, personal study, completion of work assigned to them and internal assessment.
- **Research Cubicles :** The institution has been recognized by the Dr. B. A. M. University, Aurangabad as a research centre for Ph.D. students. 40 Research scholars have registered under five guides (faculty member of the institute itself) at the Research Centre. In the library i.e., the research reference room/ Section has cubicles and is equipped with research volumes, subject specific and general encyclopedias, M.Ed. dissertations, Ph.D. Theses and Action Research Reports along with curricular and subject specific literature.



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These are made available to the pre-service and in-service teacher trainees of the institute as well as the research Scholars for reference work. Various researchers from governmental and non-governmental agencies also use the library facilities of the institute for their research work.

- **Laboratories / Departments** : The institute has well equipped laboratories for Science, Mathematics, Psychology, Geography and History. The institute also has a well developed Language lab. These facilities are utilized in the training and development of both the pre-service and in-service teacher trainees in the institution.



- **ICT and Computer Lab** : The institute has a well equipped ICT laboratory. There are 60 computers, 1 Portable LCD and internet connection in the computer lab. The campus is WiFi enabled and

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each classroom has a fixed LCD to conduct effective teaching learning sessions.

**Teaching Learning Resources:** The pre-service and in-service teacher trainees develop teaching learning materials and teaching aids which are further used by the teacher trainees for micro teaching, practice teaching and internship activities. Teaching aid exhibitions are organized and are also donated to schools for under privileged.

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

This institution building is situated in educational zone and far away from the city hazards, so it is in the naturally pollution free environment.

- The institution makes sure that the surrounding area and the atmosphere are maintained suitable for all curricular and co-curricular activities and are conducive for teaching and learning. The college building is kept clean and pollution free.
- The institution has wide windows that allow sufficient sunlight into classrooms and guidance rooms. All the lecture halls and rooms are provided with proper ventilation and suitable lighting arrangements.
- The institution has maintained environment for proper interaction among the teachers and the taught for a healthy educational development and fruitful teaching learning sessions.
- Various stakeholders like pre-service and in-service teacher trainees, faculty and office staff have a good co-ordination and

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proper communication is ensured through timely notices regarding changes in time-table, seating arrangement, conduct of co-curricular activities, various workshops including faculty development program to avoid miscommunication and ensure smooth functioning. Thus, a healthy environment and positive teamwork is maintained in the institute.

Guest lecture sessions, panel discussions and co-curricular group discussion on global warming, disaster management, sustainable development and other relevant issues are discussed throughout the year.

### 4.3 Library

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#### Learning Resource :



The institute has developed a separate library building for providing spacious reading room with research cubicles. The library is well equipped with reading and reference material both in hard and soft form. The regular update of the library resources is done on a regular basis with inputs and suggestions from both the faculty members as well as the researchers. The circulation/exchange section of the library accommodates course books and other related reference materials, whereas the reading/reference section has the encyclopedias, dictionaries and other similar research and reference material.

The hard and soft copy of the researches completed by M.Ed. students, action research reports of DSM students & Ph.D. thesis are

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available in the research/reference section for the aspiring researchers as well as the M.Ed. students. The library has the reprographic facility wherein the users can get the hard and soft copy of the reference material required to complete their work. This library is automated and the users can find the reference material at ease as the library resources are computerized using soul.2.0 software and bar-coding system.

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

The institution does have a qualified librarian and sufficient technical staff to support the library. The library staff is well versed in using the modern library techniques in managing the system and hence provides useful and relevant help to the users of the library.



The library also provides internet facility for faculty, teacher trainees and researchers through a separate computer section i.e., e-library. The e-library has INFLIBNET facility and reference material available worldwide.

**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.).**

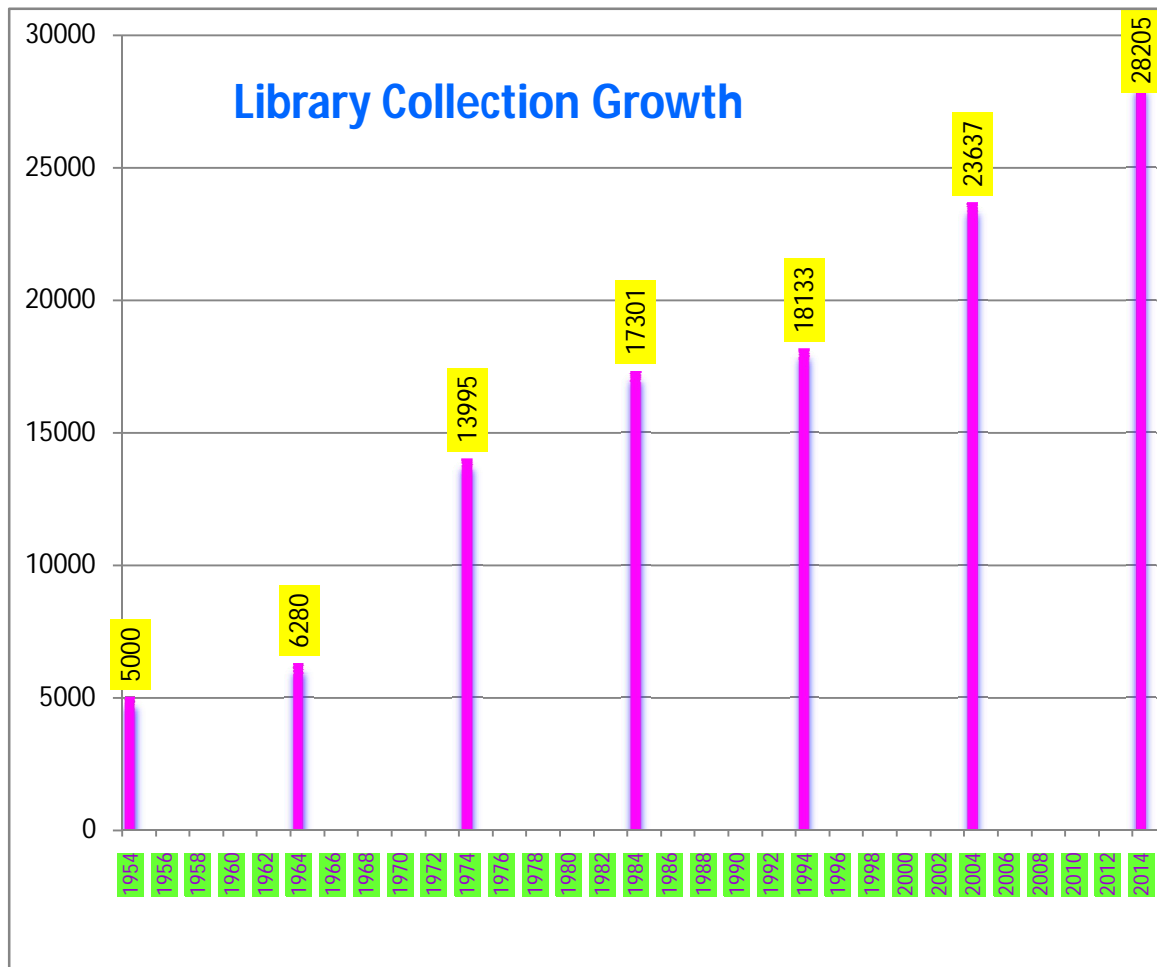
**The details of the Library resources are as follows:**

| <b>Sr. No</b> | <b>Library Holding</b>        | <b>Total Collection</b> |
|---------------|-------------------------------|-------------------------|
| 01            | Total number of books         | 28205                   |
| 02            | Total number of Titles        | 14521                   |
| 03            | Total number of Journals      | 45                      |
| 04            | Total number of News paper    | 07                      |
| 05            | Total number of Magazines     | 11                      |
| 06            | Total number of Dissertations | 701                     |
| 07            | Total number of CDS/VDO       | 60                      |

- **Software:** this college Library using SOUL 2.0 software.
- **Internet:** Broad band Internet available.
- **Facilities:** INFLIBNET

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### Library : Collection Growth through 60 years



**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.**

#### **Mechanism of Review of Library Holdings :**

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Taking into consideration the needs of the faculty, teacher trainees and researchers various provisions are made throughout the year for updating the library resources.

The following are the regular actions taken to develop the library into a fruitful reference area :

- ✚ Library Advisory Committee is constituted to discuss the subscription of Journals, acquisition of books and budget allocation along with the students grievances if any.
- ✚ The faculty members give in regular suggestions on the curricular aspect and the books as well as other reading material are added accordingly.
- ✚ The teacher trainees and researchers are also requested to fill in feedback forms to develop the library resources as per their expectations.
- ✚ A suggestion box is also available in the library premises and the content is checked regularly in the presence of the library committee.
- ✚ The book dealers are given permission to visit the library and display latest educational resources available with them.
- ✚ The staff, teacher trainees and researchers are informed about the newly acquired reference from time to time. Notice boards and staff notices are used extensively for this purpose.
- ✚ The library also takes note of the suggestions given by the alumni of this institute. A separate feedback form is developed to get the feedback of the alumni and is discussed in the library committee meetings.

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**Library Advisory Committee**  
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|                     |                |           |
|---------------------|----------------|-----------|
| Dr. P. R. Gaikwad   | (Principal)    | Chairman  |
| Dr. P. S. Bansod    | ( Librarian )  | Secretary |
| Dr. L. K. Rathod    | ( Professor )  | Member    |
| Dr. P. M Jadhav     | ( P.G.Head )   | Member    |
| Mr. U. J. Karawande | ( Asso.Prof. ) | Member    |

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

Yes, As per the latest norms in the educational system the Institute library is computerized.

**Library Automation status**

This Library is computerized using the highly popular SOUL 2.0 Library-software. Bar coding systems is completed for all the books in the Library.

**4.3.5 Does the institution library have Computer, Internet and Reprographic facilities?**

**Yes, The details are as follows :**

If yes, give details on the access to the staff and students and the frequency of use.

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The Library has sufficient number of computers and other reprographic facilities also like Xerox-machine, Internet facilities and scanners for providing hard and soft copy of the reference materials as required by the user.

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

**Yes,**

At present the institute Library uses INFLIBNET facility. The library users are given access to N-List programs under this scheme. The faculty, teacher trainees and the researchers can access and download the e-books and e-Journals available through this facility.

**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.)**

The institute library remains open on all the working days and the average working hour per day is 10 hours. Though the library remains closed on public holidays, the users can avail the facility of its extended library cum reading room in the premises of the boys hostels which is never closed as it is maintained by the teacher trainees themselves.

The Library holidays are also used as working days whenever there is a demand from the faculty, teacher trainees and researcher or when a training session is organized in the institute campus.

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

The institute notice boards, library notice boards and staff notice register is used extensively to update the faculty, teacher trainees and researcher about the new arrivals at the library.

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

Library has book-bank facility maintained for the faculty, teacher trainees and researchers. A minimum 04 books are issued for each user and extra facility of issuing two more books is provided to special students.

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

Ease of accessing the books and easy reference services are offered by the library staff to the visually and physically challenged persons and extra facility of issuing two more books is provided to such special students.



### **4.4 ICT as learning Resource**

#### **4.4.1 Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity,**

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**access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

The institute is using the ICT facilities in teaching learning as well as in administrative work. A well developed computer Lab with the latest ICT facilities is available for the faculty, teacher trainees and researchers.

The campus of the institute is Wi-Fi enabled. There are 60 computers & two Laptops available in the institute. Various ICT tools like LCD , CCTV camera, Scanner , Printers , Tape recorder , DVD, T.V set, Slide Projector, Over Head Projector audio-visual material etc. are also available and the optimum use of these tools is made by the faculty, teacher trainees and researchers.

#### **4.4.2 Is there a provision in the curriculum for imparting computer skills to all students?**

**Yes,**

**The details of the major skills included are as follows :**

The institute has developed programs for the undergraduate and post graduate teacher training for development of computer skills.

A **three-day workshop** and a **five-day workshop** are conducted every year which is **compulsory for all** the pre-service under-graduate and post-graduate teacher trainees respectively. The development of CAIL is the compulsory curricular aspect of the postgraduate teacher training program. The computer lab is made available to the faculty, teacher trainees and researchers throughout the year.

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

The faculties regularly use ICT tools in teaching learning process and for every curricular practical activity. Faculty & trainees develop the CAIL Instructional Material for teaching purposes and also the self Learning Material for trainees & school students.



The institution gives utmost priority to the use of new technology & ICT in day to day teaching-learning process.

The faculty, teacher trainees and researchers make use of the internet for advanced knowledge, reviewing the model lesson plans, survey of related literature and other research related work.

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**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)**

- The regular teaching learning sessions are conducted using the latest ICT tools.
- Every classroom in the institute is well equipped for the use of latest ICT tools.
- The teacher trainees are encouraged to take their practice lessons using ICT tools.
- The various training sessions conducted by the institute make extensive use of the ICT tools.

## **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.**

The institute believes in harmonious growth and hence has developed linkages and ties with other educational institutes and authorities.

This institution has linkages with MHRD-New Delhi, NCERT, SCERT-Pune, YCMOU-Nasik, Divisional vocational Guidance

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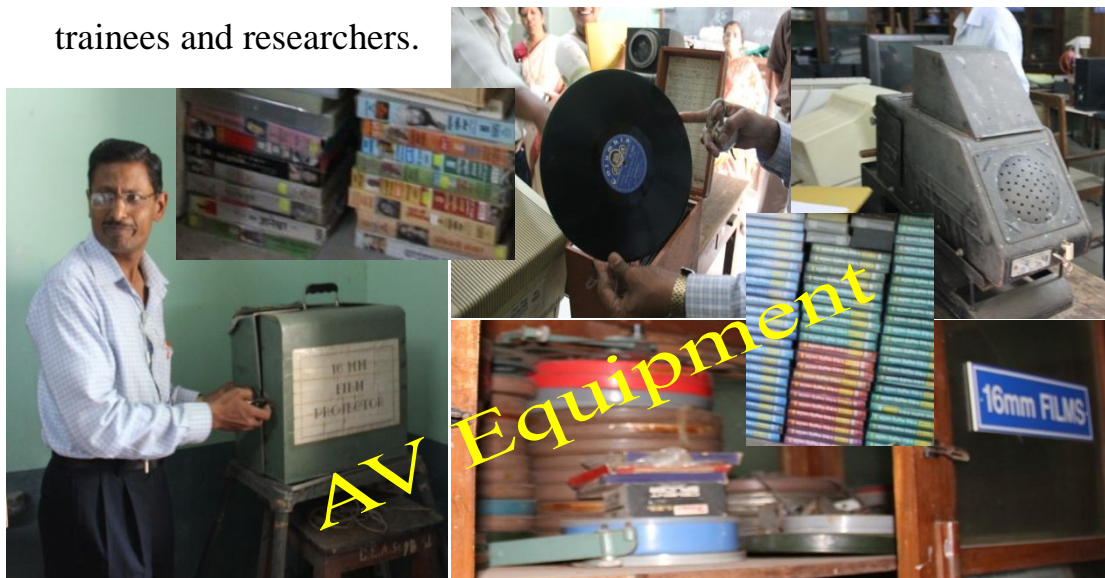
centre, DIETs, D.T.Ed. and B.Ed. colleges for keeping pace with the academic growth.

Infrastructural facilities are provided to the University, NGOs and external education agencies like Zilla Parishad for conducting examinations and guidance workshops.

Extension service department of the institution organizes in-service teacher training programs. The multipurpose hall is provided for conducting training sessions by various other government agencies.

**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 institute maintains and updates the audio-visual teaching and reference material. This is used extensively by the faculty, teacher trainees and researchers.



They are used in the core teacher training programs and other co-curricular activities.

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**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?**

**The various general and methods Laboratories available with the institution and the enhancement of the facilities and ensuring the maintenance of the equipment and other facilities are as follows :**

- ✚ Method Labs:** The institute maintains method laboratories for all the seven teaching methods available in the undergraduate teacher training program. These method labs are well equipped and are regularly updated with teaching learning material, apparatus and other essentials needed for conducting effective teaching learning sessions. Teaching aids prepared by the students are also kept in these labs.
- ✚ The general laboratories include the following:**
- ✚ Psychology Lab :** In this institution have a well developed Psychology Lab. A total of 25 students can perform psychology experiments at a time. It is ensured that all apparatus is well maintained and updated for efficient and effective conduct of the experiments. The psychology lab is used extensively by the faculty, teacher trainees and researchers.
- ✚ Educational Technology Lab :** The institute has a fully functional Educational Technology lab. Various educational technology equipments such as OHP, VCR, digital camera, colour TV, tape recorder, radio, audio cassettes, video cassettes,

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slide projectors, computers, Laptop, CCTV Camera, Audio - Video Aids including LCD, Epidiascope, Video camera, Public Address system, Intercom Facility, Xerox Machine are available in this lab for educational purpose.

✚ **Computer Lab** : The Computer Lab of the institute is fully equipped. There is broadband net connectivity and the campus is Wi-Fi enabled. The computer lab is used extensively by the faculty, teacher trainees and researchers.

✚ **Language Lab** : To develop the communication skill & language skills of the teacher trainees, the institution has developed a separate language lab. The language lab has 12 computers, head phone & Lotus software. The institution maintains the above lab from the fund allocations provided by State Government.

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

✚ **Multipurpose Hall** : The institute has a spacious hall which can accommodate 150 people at a time. It is used for conducting orientation courses, seminar sessions, workshops, teacher training sessions, special-days celebration & various other functions.

✚ **The Seminar Hall** : It is used primarily for seminars, workshops and orientation courses which give an opportunity for delegates and faculties to participate in groups to enhance their knowledge and understanding. Meeting sessions of the higher authorities in the field of education is held in this hall.

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Student admission procedure & faculty meeting are conducted in this hall.

- ✚ **Music & Sports** : This institution have a separate music and sports room where musical instruments like Tabla, Harmonium, Dholki, flute etc. and sports equipments like Cricket kit, Badminton kit, Chess sets, Carom sets, etc are kept and are used by the teacher trainees.

**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.**

- ✚ **The Class rooms are equipped** with latest ICT technologies like OHP, LCD, computers & Laptops etc. It is supported and well aligned with audio visual equipments needed for teaching learning sessions like the speakers, cordless mike with proper and safe electrical connections & Wi-Fi internet connectivity.

## **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 / diversity of instruction, including the use of technology?**

The faculty uses latest ICT tools in the teaching-learning process. ICT training is also provided to the trainees. Trainees are encouraged to go beyond the classrooms to seek knowledge and learn to make use of other learning resources like library, self study exercises, and internet facilities. The faculty meetings are discussion sessions where the faculty

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share their teaching learning experiences and enhance their skills through mutual experiences. Renowned experts from various fields of teacher education are invited to share their expertise with the faculty, teacher trainees and researchers.

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

##### **List of Innovative Practices related to ICT:**

- Institute has Wi-Fi enabled campus and the faculty could procure proper references for their teaching and enhance their content knowledge enrichment. As a result of this, they could provide better and latest instructional inputs to trainees.
- This institution prepares and updates the student profile time to time. This includes personal information, educational and professional qualification. It is used for providing Placement services.
- ICT is used for enhancement of library holdings and services. E-library facility is available in the institute.
- To develop the communication & language skills of the trainees institution has developed a separate language lab.

#### **4.6.3 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?**

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**The innovations / best practices in ‘Infrastructure and Learning Resources’ adopted by the institution are as follows :**

- Use of latest Reference books and journals by the faculty, teacher trainees and researchers
- Organizing guest lecture sessions for the faculty, teacher trainees and researchers
- Placement cell for job opportunity to teacher trainees.
- This institute have separate Research & Publication Department which helps the faculty, teacher trainees and researchers to publish their research work
- This institute has guidance & Counseling cell for teacher trainees.
- ICT Based Teaching Learning sessions are regular in the institute
- Student centered teaching learning modules
- Use of diagnostic & Remedial teaching Learning approach
- Communicative approach
- Use of Workshop module : TDPF model for workshop activities (TDPF- Theory -Demonstration -Practice-Feedback )
- Use of e-sources
- Supervised Study
- 24 Hours Hostel Library Facility for Self Study.

## **4.7 Additional Information to be provided by Institutions opting for Reaccreditation / Reassessment .**

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

**Improvement in Psychology lab :** Since the last NAAC, the institute has developed the Psychology lab as per the norms of NCTE as well as the affiliated university. The psychology lab now is more student friendly and 25 students can conduct psychology experiments at a time. More apparatus, equipments and tests are added to enhance the laboratory.

### **4.7.2 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*?**

This institute was accredited in May 2004 the expert Competent committee suggested that Psychology lab be developed for the teacher trainees. An independent well equipped psychology lab is established. Previous assessment committee advised to develop communication skills in English to the student as well as faculty members. For development of communication skills among teacher educators and teacher trainees language laboratory is established and is well equipped.

A new IASE building is constructed and all the laboratories are well equipped with relevant reference materials. The college building includes Library and Laboratories. The old building is renovated. Both the

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buildings are now having necessary furniture, electrification with new gadgets, Generators, water purification system, Wi-Fi facility, counseling cabins, Ph.D. cells, sports equipments etc. to have conducive teaching learning environment.



**Auditorium**

**Multipe station for Lunch, Discusion,waiting etc**

**Infrastructure**

**Principal's Cabin**

**Generator set**

**College's Main Building Back View**

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## 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 B.Ed. and M.Ed. trainees are admitted through the centrally admission procedure that consists of the CET, in which the teaching aptitude, attitude, general knowledge of the candidates is tested. Thus the compulsion of qualifying the CET by each candidate ensures the preparedness for the B.Ed. and M.Ed. programme partially.

Later-on after admitting the candidates, the content test at B.Ed. level further ensures the preparedness. These teacher-trainees come from various colleges after completion their UG and PG. It is essential to bring them on the same platform for training; hence the institution follows the following practice to ensure their preparedness.

- Orientation programme
- Talent search programme
- Micro-teaching programme.
- ICT Workshop, etc as follows :



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In the beginning there is provision of **one week** orientation programme in which the trainees are oriented to the curriculum (theory and practicum components), evaluation pattern, etc exhaustively. Then **02 days' talent search programme** unfolds the hidden qualities and variety of abilities in the trainees.



Then various workshops as discussed in **point 2.2.1** ensures the preparedness of the trainees.

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

The college campus environment provides various facilities and adopt student centered strategies which motivate the development in the trainees as under :

- Teacher and learner friendly atmosphere.
- Awards are given to meritorious teacher trainee for motivating them to achieve higher goals.
- The faculty follows the academic year plan and time table for curricular and co-curricular activities.

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- The workshops (micro-teaching, macro-teaching, Bridge-lessons, research methodology), seminars, field visits, project-writing, tutorials, class-tests, psychological experiments, etc. **learner-centered strategies** motivate the students to excel on and on.
- The classrooms are spacious well furnished.
- LCD projector made available for each classroom.
- Faculty gives an extra attention and guidance to low achievers.
- Placement activities also motivate the teacher trainee to improve their performance.

**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?**

| Years   | Male | Female | Reason         |
|---------|------|--------|----------------|
| 2009-10 | Nil  | Nil    | Not Applicable |
| 2010-11 | Nil  | Nil    | Not Applicable |
| 2011-12 | Nil  | Nil    | Not Applicable |
| 2012-13 | Nil  | Nil    | Not Applicable |
| 2013-14 | Nil  | Nil    | Not Applicable |

Continues absent students are contacted on phone. A warning letter is sent. They are consulted for their individual problems. Sometimes concession in timing is also given in exceptional cases. Sick students are allowed to re-appear for the internal exams. The missed practicum, projects, etc. are completed along-with the trainees of two-years' B.Ed. and M.Ed. programmes, if missed due to sickness, late admissions, etc. Sometimes parents are also called in the institution and consulted.

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**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 provide following additional services for teacher trainees as follows :**

- Special extra coaching to low-achievers.
- Alumni meet.
- Use of multimedia and free internet access through WI-FI.
- Felicitation of meritorious students.
- Arranging various extracurricular activities.

The placement cell provides information of job opportunities and also organizes campus interviews time to time. It provides guidance about giving interviews and skills that need to be master to give interview.

Total **14** students qualified in **NET/SELT** in education in last two years. Some are working in Central & State services, some became P.S.I., whereas some are master trainers.

**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?**

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Many students of our institution choose teaching as a career. Most of them are in permanent service. Few of them run their own coaching classes. Also some students go for further studies like M.A., M. Com., PhD. Etc. Some appear for competitive exams and also some try for SET / NET, etc. as given in the following table.

| Progression      | Year 2010-11 (%) | Year 2011-12 (%) | Year 2012-13 (%) |
|------------------|------------------|------------------|------------------|
| Higher studies   | 65%              | 68%              | 62%              |
| Employment Total | 20%              | 18%              | 15%              |
| Teaching         | 18%              | 14%              | 10%              |
| Non teaching     | 2%               | 4%               | 5%               |

**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,**

The institute provides all the above facilities to our trainees after passing out the course.

The library committee has taken a decision to extend the library facilities to ex-students as they were requesting for the library membership. The library committee suggested a nominal membership fees of 500/- per year for the passed out students to provide all facilities of library for further studies / references in research work. The well-furnished cubicles are made available for the library users.

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**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,**

Govt. College of Education I.A.S.E., Aurangabad is oldest & reputed teachers training NACC “A” grade accredited in 1<sup>st</sup> cycle institution, established in 1954, prior to the establishment of Dr. Babasaheb Ambedkar Marathwada university, Aurangabad. This institute is now upgraded as an Institute For Advanced Studies in Education by ministry of Human Resource Development, New Delhi. In this institute the major five unites working. The placement cell is one unit working from 2005-06. This cell gives opportunities to student for campus interviews & job opportunities. The different schools, colleges arranged the campus interview in this institute & so many student gets the job in reputed schools, colleges on the bases on his talent & merit. Brief account of placement programmes conducted is given below in table.

**Placement Information : Last two (02) years :**

| <b>Sr. No.</b> | <b>Year</b> | <b>Institute name</b>   | <b>No. of participants</b> | <b>No of selected students</b> |
|----------------|-------------|---|----------------------------|--------------------------------|
| 1              | 2011-12     | Defense career Academy, Chatrapati Shivaji Prepatatory Junior College, Aurangabad | B.Ed.-44<br>M.Ed.-18       | 6                              |
| 2              | 2012-13     | Arya Chanakya School, Jatwada, Aurangabad   | B.Ed.-33<br>M.Ed.-24       | 7                              |
| 3              | 2012-13     | Podar International School  | B.Ed.-33<br>M.Ed.-24       | 14                             |

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

**The placement cell faces the following difficulties.**

- Female candidates have limitations for the joining the teaching job due to family responsibilities and transport problems.
- Most of the teacher trainees are admitted from various other districts. After completion their course they move back to their native places. If they are called for job they do not attend the placement interviews.

The institution tries to solve the difficulties of the teacher trainees, i.e. through counseling, personal guidance, motivation, etc.

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

The institute recommends some student for placement in practicing schools. Sometimes practicing schools asks the institution to send outstanding students as per their requirements.

It is also observed that meritorious devoted trainees, who conduct their practice teaching in schools, are demanded by the students to the respective head masters and the head masters request our institute for the service of such trainees.

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

Institute provides essential Human resources and ICT facilities to the placement cell. One of the faculty members is the In-charge of placement cell.

## **5.2 Student Support**

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

The curricular (teaching -learning process), co-curricular and extra curricular programs are planned, effectively implemented, evaluated and revised to achieve the institutional objectives at the beginning of each academic year by developing Academic Calendar as follows :

#### **Developing academic calendar**

##### **Step-1**

- Consideration of the terms dates fixed by the University
- Staff meeting for preparation of academic calendar
- Inviting programme schedules from various academic units for preparation of academic calendar

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- Inviting suggestions from the faculty members to finalize the academic calendar
- Finalization of academic calendar

#### Step-2

- Implementation of curricular & co-curricular activities as per the academic calendar

#### Step-3

- Feedback process - (feed-back for further improvement strengths and weaknesses)
- Feed-back from faculty members
- Feed-back from trainees teaches
- Feed-back from parents

The co-curricular activities like the days of National Importance, birth anniversaries, death anniversaries, special days, club activities, house activities, whereas the academic items like lectures, workshops, seminars, practice lessons, exams, etc. are included in the academic calendar.

### **5.2.2 How is the curricular planning done differently for physically challenged students?**

Provision for hysically challenged trainees is done as follows :

- Extra time is given for writing test papers
- Facility of writer is allowed
- Allocating nearest schools for practice lessons

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- More time / periods are given to complete the practicum
- Assistance of other trainees is extended in practice teaching sessions
- Motivating and encouraging for participation in almost each activity

As a result it is seen that the physically challenged students also actively participate in all curricular and co-curricular activities.

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

The institution has mentoring arrangement. 100 B.Ed. and 40 M.Ed. trainees are divided into four groups (Houses). 25 B.Ed. and 10 M.Ed. trainees and a professor in-charge constitute that group.

Every group organized curricular and co-curricular activities in particular stipulated period.

### **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 well experienced faculty who are always ready to enhance the effectiveness in teaching, research and extension.

The provision to enhance the effectiveness in teaching and mentoring the students is follows :

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- Institute motivates the faculty to participate in seminar, workshop, symposia, and research.
- Uses of LCD, Computers and essential gadgets for healthy teaching.
- Provide library facility for both faculty and students.
- Giving assistance to complete Ph.D., to undertake minor / major research projects.
- Keeping healthy and conducive atmosphere suitable for training and teaching.

**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,**

Our web site: [www.iaseaurangabad.org](http://www.iaseaurangabad.org) is upgraded every year. The information regarding the location, courses, faculty, admission procedure is posted on the site.

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

**Yes,**

The institution provides the remedial programme for low achievers as follows :

- Low achievers are identified through micro teaching, class test and content test.

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- The method in charge guides the weak teacher trainees and interact with the observer teacher educator for the further progress of teacher trainees.
- Special periods are allotted for personal and face to face guidance to trainees.

They are given suggestions and guidance for further improvement so as to insure that they achieve the expected level.

### **5.2.7 What specific teaching strategies are adopted for teaching**

#### **a. Advanced learners**

#### **b. Slow Learners**

The institution uses specific teaching strategies for improvement and ensuring the achievement of advanced and slow learners.

During regular classes different strategies are adopted like simulated teaching, discussion method, use of instructional material, etc. During the lectures some high level question are asked or sometimes the students are asked to interpret some important points, so that the advance learners think and act accordingly.

Provision of arranging class seminar in each and every subject also helps for achievement of advanced learners.

For slow learners there are strategies like repetition, focusing main points, solving of question papers and discussion on that, Personal guidance, guidance regarding the reference material, checking of everyday assignments, etc.

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

The institute gives guidance regarding the University examination as well as various competitive exams.

Guidance regarding the SET / NET exam is also given. Counseling for choice of second method, optional paper and practical is done. Guidance is given about job opportunities and interview preparation to the teacher trainees. Teacher trainees are constantly motivated to focus in their study.

**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?**

**Institution adopts grievance redressal mechanism as follows :**

- As per University Act Grievance redressal Committee is formed
- Grievances are invited from students, parents and staff members
- The grievances thus received are considered in the meeting and judgment is given by the committee
- As all the problems are solved after receiving simple applications, no grievances are received since last two years

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

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- As per university requirement the institution is required to conduct internal assessment during the programme period.
- To assess the progress of trainees in different stages of programmes the faculty carefully observes the record immediately in the trainees profile by updating suggestions.
- Formative evaluation for theory learning is done through tutorials, contest test. Internal tests, preliminary examination.
- Intensive practice, orientation, feedback and guidance are given to low achievers for them to achieve the required level of competency.

**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 teacher trainee's competency to begin practice teaching as follows :

| Sr No | Work Shop / Programme  | Days | Hours |
|-------|--|------|-------|
| 1     | Talent Search  | 2    | 12    |
| 2     | Interview for selection of 2 <sup>nd</sup> method & optional | 2    | 12    |
| 3     | Micro teaching work shop                                     | 28   | 168   |
| 4     | Bridge lessons   | 8    | 48    |
| 5     | Macro teaching work shop                                     | 4    | 24    |
| 6     | Preparation of Teaching aids work shop                       | 4    | 24    |
| 7     | Exhibition of Teaching Aids                                  | 1    | 6     |

- **Talent search programme** : The institute organizes talent search programme to identify the skills and hidden potentials of

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the trainees which is helpful for the teacher education programme.

- **Selection of Method-2 / Optional** : The optional subjects, methodology allotment is to be done by the principal, but here also instead of just making it compulsory / binding on trainees, an orientation programme is organized in which importance of the subject is narrated through brief introduction to all the optional and all subjects, to facilitate selection of optional and methods as per the interest of individual trainee.
- **Micro teaching and Bridge session** : During micro teaching session to every teacher trainee given one cycle for their chosen method subjects. The performance of the trainee is observed by faculty and peer group they give feedback. After mastery over separate six skills, the integration of initially 3-3 skills and then all 6 skills is done in bridge lessons.



- **Preparation and exhibition of teaching aids** : Institution arranges a teaching aids workshop to prepare teaching aids for practice teaching which includes charts, animations, 3-d

pictures, flannel units, etc. Then finally the exhibition of these teaching aids prepared by trainees is arranged.

- **Macro-teaching work-shop** : The teacher trainees are demonstrated seven methodology lessons by the faculties, on which an extensive discussion and feedback is given by the observer faculty, other faculty and all the trainees. In this work shop initially the lesson plan steps and columns are theoretically explained then they are supposed to develop lesson plans accordingly.

In this way they are prepared before beginning practice teaching.

### 5.3 Student Activities

#### 5.3.1 Does the institution have an Alumni Association?

Yes,



If yes,

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**(i) List the current office bearers :**

Recently we have formed Alumni Association. Still the work of Alumni is going on from the last few years. The current office bearers are :

- President – Principal Dr. P.R.Gaikwad
- Vice President – Mr. Dafane L.N.
- Secretary – Dr.Muley S.S.
- Treasure – Dr.L.K.Rathod
- Members – Shri.D.L.Pade
- Mrs. Wakle Leela
- Mrs. Sunita Shirodkar
- Mr. Shashikant Sandhanshi
- Mrs. Shailja Mahajan

**(ii) Give the year of the last election**

The institution does not hold election of alumni association. Principal arranges the meeting with faculty and alumni members and nominate the members on alumni association.

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

- ❖ It has provided suggestions for academic growth.
- ❖ It has given assistance in solving difficulties regarding practicing schools.
- ❖ Follow up for beautification of campus.
- ❖ Co-operation to regular students in practice teaching in their schools.

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- ❖ Contribution in the implementation of different activities of the College.

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

**Details of prominent Top 10 alumni :**

| Sr. No. | Name                 | Position occupying   |
|---------|----------------------|--|
| 01      | Dr. P.R.Gaikwad      | Director of Higher Education, Maharashtra State, Pune.         |
| 02      | Dr.Dilip Gogte       | Ex.Dy.Director, School Education, M.S.                         |
| 03      | Shri L.N.Dafane      | Ex.Asst.Director, Secretary, SSC Board                         |
| 04      | Dr.S.S. Muley        | Principal, Govt. College of Education, Ambejogai (Maharashtra) |
| 05      | Dr.Ujjwal Karawande  | Sr.Lecturer, DIET, Sangamner                                   |
| 06      | Dr.Satish Satav      | Principal, MSPM J.P.Naik B.Ed. College, Aurangabad             |
| 07      | Smt.Deepali Motiyale | Dy.Collector, Nanded dist.                                     |
| 08      | Dr.Manisha Asore     | A.Professor, Dept of Education, Dr.B.A.M.Univ, Aurangabad      |
| 09      | Dr.C.P.Sonkamble     | Director, Student Welfare, Dr.B.A.M.Univ, Aurangabad           |
| 10      | Smt.Leela Wakale     | Head Master, J.B.Vidya Mandir, Aurangabad                      |

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

- The alumni give suggestions and remarks for academic growth and development of the institution.
- It has given assistance in solving difficulties regarding practicing schools.
- It contributes for organize various innovative activities / educational experiments for enhancing cultural and educational atmosphere and functions of the institutions.

**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.**

- Competitions like debates, essay writing, drama, art; flower decoration, rangoli drawing etc. are organized continually. Faculty encourages and guides the trainee to take participation in above competitions.



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- The institution having a separate post of Director of Physical Education and separate department of sports.
- The institution is having all the sports equipments and outstanding sports persons take advantage of this.
- The winners and the runner sports persons are appreciated at annual social gathering.



- The institution sends trainees for competitions at university level, state level and National level.

**The student's achievements of last two years as follow.**

| Name of the students    | Year      | Name of the event | Level                                   |
|-------------------------|-----------|-------------------|---|
| Shri. Chandanshive V.V. | 2012-2013 | Attya-Pattya      | National                                |
| Ku. Mayuri panse        | 2012-2013 | Classical dance   | Sussessfully completed her Arrangetaram |
| Shri. Sachin Rathod     | 2013-2014 | Archery           | National, (Gold medal)                  |

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**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 institution encourage by following ways to the teacher trainees to publish material like catalogue, wall magazine, college magazine and other material-

- The institution has four houses and subject clubs, which organize various activities like publication of college magazine, wall-magazine, manuscripts, on the occasion of anniversaries and special days.



- Institution publishes its own yearly magazine, named as '*Shilpkar*' in which the trainees get opportunity to publish their articles, poems, etc.

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- The faculties of the institution always motivate the trainees to prepare ‘*Hastapustika*’.



- The teacher trainees are given opportunity to present and publish papers in conferences and journals.
- Faculties give guidance to publish their educational books.
- Faculties also guide for writing and publishing their poems, drama, articles in newspapers and magazines.

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

The details of Student Council constitution and major activities are as follows :

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## **Student council-**

- Chairman - Dr. P. R. Gaikwad
- Guide - Dr. L. K. Rathod
- Incharge Professor – Mr.U. J. Karawande
- Secretary – Shri. U. R. Rathod
- M. Ed. representative- Kum. Nilima Rathod.
- B. Ed. representative - Kum.Gavale S.K.
- Cultural representative - Shri.A. A. Taour
- N.C.C. representative - Kum. B.L.More.
- N.S. S. representative - Shri.G. S. Salve
- Ladies representatives - Kum.Bharti Vyavate  
and Yogita Jnajale

Student council is formed by University act. This council organizes various programmes in a year which are as follows-

- Cultural activities
- Sports competitions
- Excursion
- Working with community camp.



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- Arranging the special and guest lectures
- Celebration of anniversaries.
- Blood donation camp.
- Workshops
- Annual social gathering.



The institution provides financial support for all above mentioned activities by student welfare funds.

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

Various bodies and their activities which have student representation are as follows :

| Sr. No | Name of the Committee  | Functioning the committee  | Decision making in the year   |
|--------|--|--|---|
| 01     | <b>Library committee</b><br>Chairman - Dr. P. R. Gaikwad<br>Secretary - Dr. P. S. Bansod<br>Members of faculty<br>Dr. L. K. Rathod<br>Dr. P. M. Jadhav<br>Prof. U. J. Karawande<br>Two representatives of the students every academic year | <ul style="list-style-type: none"> <li>• To advise the librarian</li> <li>• Solve the students Grievances</li> <li>• To advise the parches of books</li> </ul> | <ul style="list-style-type: none"> <li>• Books purchased as per requirement</li> <li>• Modernization of furniture</li> <li>• Electrification and colouring</li> </ul> |

| Sr. No | Name of the Committee  | Functioning the committee  | Decision making in the year   |
|--------|--|--|---|
| 02     | <p>IQAC committee</p> <p><b>Chairman-principal</b><br/>Dr.P.R. Gaikwad</p> <p><b>Member secretary – coordinator-</b><br/>Prof.U. J. Karawande</p> <p><b>Members of faculty-</b><br/>Dr. L. K. Rathod<br/>Dr. P. M. Jadhav<br/>Dr. H. M. Shaikh<br/>Dr. K. L. Chincholikar</p> <p><b>Management Representative-</b><br/>Dr. Mohd. Fayyaz.</p> <p><b>Librarian-</b><br/>Dr. P. S. Bansod<br/>Shri. S. N. Kulkarni</p> <p><b>Student representative-</b><br/>M.Ed. F.T. Repr<br/>B.Ed. F.T. Repr<br/>M.Ed. P.T.-1yr Repr<br/>M.Ed. P.T.-2yr Repr</p> <p><b>School Head Maeters -</b><br/>Smt. Wakle Leela<br/>Smt. Bhangе Kamal</p> <p><b>Educationist</b><br/>Dr. Ranjan Garge<br/>Shri L N Dafane sir</p> | <ul style="list-style-type: none"> <li>• IQAC calls four meeting in each year.</li> <li>• In first meeting review taken and the forth coming years academic calendar is finalize.</li> <li>• In the mid-term two meeting review and feed back is given.</li> </ul> | <ul style="list-style-type: none"> <li>• In 2013-14 the IQAC reviewed the functioning of 2012-13.</li> <li>• Decided to go for re-accreditation and LOI is sublimated</li> <li>• Earlier IQARs for 2012-13 &amp; 2011-12 were finalized.</li> <li>• The committee is preparing for re-accreditation.</li> </ul> |



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| Sr. No | Name of the Committee  | Functioning the committee   | Decision making in the year   |
|--------|--|---|---|
| 03     | <p><b>Self finance committee</b></p> <p><b>Dr. Mohd. Faiyyaz</b><br/><b>Chairman</b></p> <p><b>DR. P. R. Gaikwad</b><br/><b>Member-Secretary</b></p> <p><b>Dr.P.M.Jadhav</b><br/><b>Ladies Rep.</b></p> <p><b>Members</b><br/><b>Dr.H.M.Shaikh</b><br/><b>Dr.K.L.Chincholikar</b><br/><b>Dr.P.S.Bansod</b><br/><b>Shri. S.N.Kulkarni</b></p> | <ul style="list-style-type: none"> <li>• To take financial Decision</li> <li>• To provide education Material</li> <li>• Appointment of human resource.</li> <li>• Administrative economic and educational decisions for qualitative education.</li> </ul> | <ul style="list-style-type: none"> <li>• Appointment of assistance professors for self finance course.</li> <li>• Appointment of Head of the Department.</li> <li>• Security guard for hostel and college.</li> </ul> |
| 04     | <p><b>Hostel committee</b></p> <ul style="list-style-type: none"> <li>• DR. P. R. Gaikwad<br/>Chairman</li> <li>• Shri. S.N.Kulkarni<br/>Rector</li> <li>• Dr.R.S.Lolge<br/>Member</li> <li>• Prof. G.M.Gaikwad<br/>Member</li> <li>• 02 repetitive of the students every academic year</li> </ul>   | <ul style="list-style-type: none"> <li>• To take care of Trainees.</li> <li>• To provide the necessary facilities</li> </ul>  | <p>Appointment of watchman.</p> <p>Provide solar water system.</p> <p>Provide water cooler system</p> <p>Provide mess facility.</p>   |

| Sr. No | Name of the Committee  | Functioning the committee   | Decision making in the year                                   |
|--------|--|---|---|
| 05     | <b>Vishakha samitee-</b><br>Chairman -<br>Dr.K.L.Chincholikar<br>Secretary –<br>Prof. S. P. Totade<br>NGO member-<br>Dr. Jayshree Godse<br><b>Members of faculty</b><br>Dr. P. M. Jadhav<br>Dr. N. R. Chondekar<br>Dr. B. P. Subedar<br>Smt. Kamalbai Kubhande<br><b>02 –Stud. Representatives</b> | <ul style="list-style-type: none"> <li>To solve the problems of female candidates.</li> </ul>   | There is no problem regarding to women.                       |
| 06     | <b>Anti ragging committee</b><br><b>Dr. P.R.Gaikwad</b> –<br>Chairman<br><b>Dr.L.K.Rathod</b> –<br>Secretary<br><b>Dr.P.M.Jadhav</b> –<br>Ladies Representative<br><b>Prof.U.J.Karawande</b> –<br>Member<br><b>Prof.G.M.Gaikwad-</b><br>BC Representative  | <ul style="list-style-type: none"> <li>To create fair, healthy and free environment conducive for Education.</li> <li>To solve the problems of the students.</li> </ul> | Counseling done and no cases of ragging received.             |
| 07     | <b>Editorial board of the college magazine (Shilpkar)</b><br>Publisher- Dr.P.R. Gaikwad<br>Editor- Prof. S. K. Satav<br>Dr. P. M. Jadhav<br>Prof. G. M. Gaikwad<br>Prof.S.P. Totde<br>Dr. L. K. Moharir<br><b>Essential Student Representatives</b>  | To provide opportunity to staff and students for publishing their literature  | Publishes the ‘ <i>Shilpkar</i> ’ college magazine each year. |

| Sr. No | Name of the Committee  | Functioning the committee   | Decision making in the year   |
|--------|--|---|---|
| 08     | <b>Research and publication committee.</b> <ul style="list-style-type: none"> <li>• <b>Chairman-principal</b></li> <li>• Dr.P.R. Gaikwad</li> <li>• <b>Member secretary – coordinator-</b></li> <li>• Dr. H. M. Shaikh</li> <li>• <b>Members of faculty-</b></li> <li>• Dr. L. K. Rathod</li> <li>• Dr. P. M. Jadhav</li> <li>• Prof. G. M. Gaikwad</li> <li>• Dr R. L. Jadhav</li> <li>• Prof .S.B. Khandale</li> </ul>   | Expert guidance is provided to research students for quality research. Scrutiny of research paper is done from all over India. New trends of research are followed by attending and organizing research workshop. | Organization of research workshop.<br><br>Publication of research papers<br><br>Ph.D. post synopsis submitted by student and faculty. |
| 09     | Advisory/Extension committee <ul style="list-style-type: none"> <li>• <b>Chairman-principal</b><br/>Dr.P.R. Gaikwad</li> <li>• <b>Co-ordinator –</b></li> <li>• Dr. K. L. Chincholikar</li> <li>• Members –</li> <li>• Dr. L. K. Rathod</li> <li>• <b>Dr. P. M. Jadhav</b></li> <li>• <b>Education officer Primary</b></li> <li>• <b>Education officer secondary</b></li> <li>• <b>Principal of DIET</b></li> <li>• <b>BEO</b></li> <li>• <b>Kendra pramukh</b></li> <li>• <b>Headmasters primary</b></li> <li>• <b>Headmasters secondary</b></li> </ul> | To organize the training programs for in-service teachers   | Training programmes are arranged for Innovative development   |

| Sr. No | Name of the Committee  | Functioning the committee   | Decision making in the year   |
|--------|--|---|---|
| 10     | <b>Student council</b><br>Chairman : <b>Dr. P. R. Gaikwad</b><br>Guide : <b>Dr. L. K. Rathod</b><br>Incharge : <b>U. J. Karawande</b><br>Secretary : <b>U. R. Rathod</b><br>M.Ed. representative :<br><b>Nilima Rathod</b><br>B.Ed. Representative :<br><b>Gavale S.K.</b><br>Cultural representative :<br><b>A. A. Taur</b><br>N.C.C. representative :<br><b>B. L. More.</b><br>N.S. S. representative :<br><b>G. S. Salve</b><br>Ladies representative :<br><b>Bharti Vyavahare &amp; Yogita Jnajale</b> | <ul style="list-style-type: none"> <li>The student council plans and executes the co-curricular activities, cultural activities throughout the year.</li> </ul> | <ul style="list-style-type: none"> <li>Programmes arranged by four houses.</li> </ul>   |
| 11     | <b>Grievance redressal cell</b><br><b>Chairman-principal</b><br>Dr.P.R. Gaikwad<br><b>Members of faculty-</b><br>Dr <b>Dr.L. K. Rathod</b><br>Dr.P. M. Jadhav<br>Dr. H. M. Shaikh<br>Dr. L. K. Moharir<br>Prof.U. J. Karawande<br>Dr. K. L. Chincholikar<br>Prof. S.P. Totade<br>Dr. N. R. Chondekar<br>Dr. B. P. Subedar<br>Prof. G. M. Gaikwad<br>Dr. R. S. Lolge<br>Dr. P. S. Bansod<br>Shri. S. N. Kulkarni.<br><b>02 –Stud. repretative</b>   | <ul style="list-style-type: none"> <li>To solve the problems of faculty members and trainees.</li> </ul>  | No any complaint yet received as the college has made provision to write application to principal regarding any help, grievance and the same is immediately solved. |

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| Sr. No | Name of the Committee  | Functioning the committee  | Decision making in the year  |
|--------|--|--|--|
| 12     | <b>Parent –teacher association</b> <ul style="list-style-type: none"> <li>• <b>Chairman-</b> Shri.Uke U.S.</li> <li>• <b>Members :</b></li> <li>• Smt.Angha Tayane</li> <li>• Shri. Madhukar Sonone</li> <li>• Smt/ Chaya Mahedrakar</li> </ul>                                    | In the meeting of parents and teacher programme conducted for introduction of each other and discussion about college. | To participate and make aware the parents about the progress of their words. |
| 13     | <b>Alumni association</b><br>President - Dr. P.R.Gaikwad<br>Vice President -Mr. Dafane L.N.<br>Secretary - Dr.Muley S.S.<br>Treasurer - Dr.L.K.Rathod<br>Members – Shri.D.L.Pade<br>Mrs. Wakle Leela<br>Mrs. Sunita Shirodkar<br>Mr. Shashikant Sandhanshi<br>Mrs. Shailja Mahajan | To help the institution for the qualitative development.   | Extension of library services  |



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**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?**

The institution takes feedback from student every year orally and in written form. The suggestion given by the students regarding teaching learning process, arranging curricular and co-curricular programmes, etc. considered by the concern authorities to improve the quality of programme.

**5.4 Best Practices in Student Support and Progression**

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

The institution has effective mechanisms in place for assisting successful movements of students to the next higher level of education or towards gainful employment. The institution provides career guidance & counseling services informally, specialized training programs & coaching for students for competitive examination for jobs & entrance tests for admission to higher educational programs & monitors their progression.

The institution identifies the needs of the students and provides individualized support depending on nature & extent of problems, confronted by the students. For Example- we take some fees in installments. The various support services taken into account. Their

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educational, social, personal & vocational needs are comprehensively satisfied.

**Best practices in student support and progression are as follows :**

- Planning and Implementation of Gender Sensitization and Empowerment Workshop In the whole academic year several activities were conducted in this workshop to create gender awareness among student teacher.
- Focus is given on inclusive education, exceptionalities as well as gender differences, counselling and health & hygiene in the year planning of all theory papers by the faculty members.
- Organization of skill development workshop.
- Scholarships to Physically Challenged student teacher.
- Scholarships to SC/ST/OBC students teachers
- Free ships to SC/ST/OBC student teachers
- Prize for Ist, IInd & IIIrd merit student from the institution from B.Ed. Regular, M.Ed. Regular, M.Ed. Regular Part Time class in the *Nirantar Paritoshik Yojna* Scheme
- Formation of Grievance redressal Cell & Vishakha Committee to solve students' especially female student teachers difficulties
- Adjustment of practical timings as per the need of married female student teachers
- Adjustment of Practice Lesson Schools
- Adjustment of Practice Lesson Timings
- Guidance & Counseling Cell
- Moral and Spiritual Development Programmes

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- Skill Development Programmes (Communication skill, teaching skill, Group Discussion skill etc.)
- Field visits, project work
- Special Lectures, Expert Lectures
- Working With Community Camp
- Health and Yoga Education
- Celebration of National Festivals
- Celebration of Birth & Death Anniversaries of Great Historical Personalities.

## **5.5 Additional Information to be provided by Institutions opting for Reaccreditation / Reassessment**

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

The evaluative observations made under student support and progression in the previous assessment report is as follows :-

- Placement cell for trainee teachers since 2005-2006.
- Huge and well built building under centrally sponsored scheme.
- The ratio of NET/SELT qualified students is increased
- Research center recognized by university begins in 2005-2006.
- The foreign students approaches and awards Ph.D. work

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

The following quality sustenance and enhancement for the development of students support and progression undertaken by the institution since the previous assessment and Accreditation with regard to student support and progression as-

- Improvement of use ICT in teaching and learning process.
- Well furnished and equipped class rooms
- Computer and intercom facility to each faculty
- Institution tries to pay best services for society.
- The alumni association established and working regularly.
- Drop out ratio decreased nearby 2 %.
- Ladies hostel will be providing since next year.
- Establishment of language lab.



## **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?**

#### **Objectives of the institution :**

- 1) To equip and facilitate the pupil teachers with knowledge and skills so as to enable them for enhancing the quality in education.
- 2) To equip the research attitude and aptitude amongst the pre-service and in service pupil teachers so as to enable them to solve the problems in education.
- 3) To acquaint the pupil teacher with the new technologies for enabling them to integrate it in the teaching, learning, evaluation and research.
- 4) To provide facilities of PG and higher study courses in education (M. Ed. , M. Phil., Ph.D., D.S.M. and other short term / long term duration course) along with the B.Ed. degree course for pre-service and in-service teacher trainees.
- 5) To inculcate commitment towards teaching profession amongst the pre-service and in-service teachers.
- 6) To inculcate dignity towards labor, accountability and social commitment amongst the pre-service and in-service teachers.
- 7) To establish healthy relationship with the Society by conducting various interactive social-cultural-educational programmes.

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- 8) To implement the objectives effectively recommended by NCTE, UGC, NCERT regarding teacher education programmes.
- 9) To promote research and extension service programmes for pre-service and in-service teachers at various level.
- 10) To develop and sustain as a centre of excellence in the field of teacher education.

### Our Vision-

- Bringing out Excellence in education through Qualitative and Competency based Teacher Education Programmes.



### Our Mission **Tamaso Ma Jyotirgamaya**

- To shape the Educated Personnel into committed Component and Qualitative Teachers for achieving Excellence in Education through Pre-service Teacher-Education Programmes, Research & Extension.
- To equip the In-service teachers, Educational Administrators, Researchers & Planners with Innovative Practices, new Methodologies, Modern Technological Skills & Research Abilities for achieving Excellence in Education through In-Service Teacher Education Programmes and Research & Extension programmes.

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## Values

- National understanding
- International understanding
- Social commitment
- Social awareness about community development
- Spiritual, moral values are developed with the help of some programmes,
- Gender equality
- Development of scientific attitude.
- Environmental awareness
- Awareness and attitude towards global trends in education.
- Ten-core Element of the NPE- 1986
- Development of Aesthetic sense.
- The stake holders are made known about the vision, mission, purpose and values, etc. through the activities mentioned below :
- **Daily morning assembly** : In morning assembly National Anthem, group-song and prayers are recited in chorus; good thought of the day is also included in it.
- **Celebration of various days** : The institution organizes programmes for birth anniversaries and death anniversaries of the various thinkers, social and National heroes.
- Leadership role and Extension department's programmes.
- This institution is upgraded as an IASE. It is working effectively and efficiently in transaction of teaching learning process through functioning and composition of various committees.

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- Faculty members of this institution are representative of BOS members in university, (Dr. B.A.M.U. Aurangabad.) who play a prominent role in curriculum, co-curriculum changes to maintain quality in teacher education programme.
- Parent-teacher association : Through parent teacher association's meeting, we address our values, mission, and objectives before them.
- Visit to the various social institutions : Visits to the social institutions organized for the co-curricular activities. For ex. the Educational Excursion and the field visits, SUPW and working with community.
- Rural Society linkage through working with community camps.
- Association with different organizations through educational research projects.
- Organization of various cultural activities
- Well planned and properly implemented Internship activities of 10 days
- Organization of Blood donation camp
- Organization of Various sports competitions.
- Organization of Yoga Camp

**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,**

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The Mission of the institution includes Goals and Objectives related to the needs of the society.

- Student-teachers are developed into committed teachers, administrators, researchers and teacher-educators to serve the school sectors as well as the educational institutions through properly planning and implementation of in-service, pre-service and extension & research programmes of short and long term duration.

**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.)**

- The institution was established by Government of Maharashtra. The Motto of this institution is '*Tamso Ma Jotirgamaya*'. This is inherent in the above mentioned vision, mission, objectives and the values.
- The executive committee monitors and supervises the overall quality and function of the institution. Through the advisory committee gives the suggestions for excellence in education.
- Government always provides sufficient and good infrastructure, qualitative human resources and funds for the developments of institutions. The programme Advisory committee regularly conducts meetings, and monitors the functioning of the institutions. The

institution works in a democratic manner, decision making, is transparent and participatory.

- Institute organizes value orientation programmes such as morning assembly, cultural activities, celebration of National days, camps, trips and excursions, etc.
- The passed-out student-teachers of this institution are appointed on prominent posts in the capacity of educational administrator, committed teachers & planners also.
- Meritorious students always admitted in this institution.
- Most of the faculties are the ex-students of this institution who are serving towards student service.
- Many other students from other institution/ field take references from the library of this institution.

The festivals of Indian culture are celebrated in this institution e.g. *Ganapati festival, Raksha bandhan, Makar Sankranti, Navaratroutsva*, etc.

#### **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 institution has been assigning defined responsibilities on the faculty and other staff. The responsibilities are also defined by the University and IASE. The academic responsibilities are defined by the

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principal in the beginning of the academic year to all the faculty. The responsibilities are as follows :

- Preparation of academic calendar
- Participation in Administrative processes
- The distribution of workload of theory and practical
- Organization of various workshops and camps.
- Organization of curricular and co-curricular activities
- Various workshops of M. Ed. trainees for research.
- For organization of field base activities
- Distribution of responsibilities of Internal Departments in the Units

**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 head of the institute regularly conducts feedback sessions on various academic activities with staff and students. With regard to teaching learning process, feedback is obtained from the teacher trainees. The principal also calls term-end, review and annual meetings and opinions of peers, faculties are obtained through discussion. In addition to this the feedback is obtained from the following members also.

- Faculty members

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- Parent-teacher association
- Headmasters of the schools
- In-service teachers
- Alumni
- Stakeholders
- Teacher trainees

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

At the end of each academic session staff meeting is held to identify and address the barriers in achieving the vision, mission and goal.

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

The programme advisory committee encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional process as follows :

- It permits all staff to participate and attend various orientation and refresher courses / seminars / conferences / workshops.

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- It also appreciates achievement in the form of felicitation through the programme advisory committee. The faculties are also felicitated in the annual programme for their achievement and contribution in the field of education
- It promotes the faculty member for undertaking minor and major research projects.
- It promotes the faculty member to present and participate in international conference held in abroad also.
- The institution inspires the staff to conduct various research programmes.
- With the help of healthy discussion and staff meeting, the head of the institution use to increase and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process.

**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 role of the head of the institution in governance and management is as follows :

- The principal in concurrence make decision regarding the papers that will be taught by teacher educators.

- Decisions are made by using democratic approach regarding major portfolios to be handled by the teacher educators.
- Specific targets are set as per the academic calendar to perform the target given.
- Total academic freedom is given to approach the principal when the teacher-educators face any problems with respect to execution of the academic calendar.

## 6.2 Organizational Arrangements

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

The institution constituted various committees to execute different activities as per the academic calendar and the whole planning of the institution which are as follows.

- IQAC committee.
- Advisory committee
- Library committee
- Self finance committee



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- Hostel committee
- Grievance redressal cell.
- Extension Department.
- Examination committee.
- Local governing council
- Research and publication committee.
- Editorial board of the college magazine (*Shilpkar*)
- Editorial board of the research journal. (National Journal of Extensive education and interdisciplinary research)
- Anti ragging committee
- Student council
- Parent –teacher association
- Alumni association
- *Jagar- Janiva Abhiyan* committee
- Guidance and counseling committee

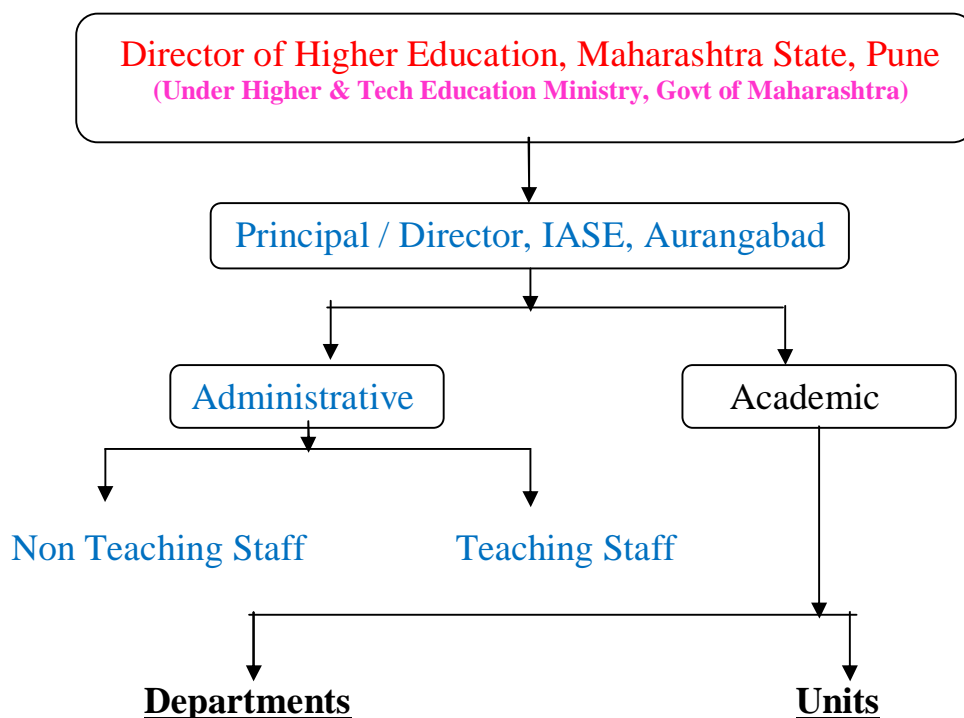


Kindly refer to the detail functioning of major committees enlisted above as given in **Point 5.3.1.**

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

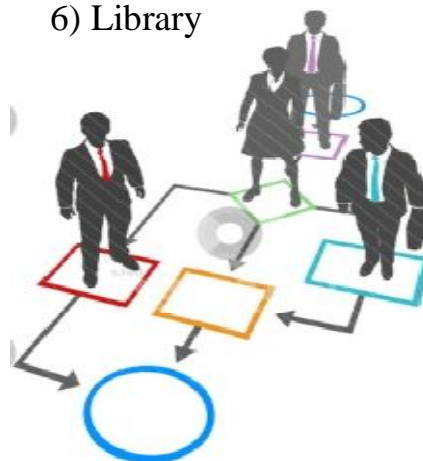
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The Organizational Structure, the administrative and Academic bodies of the institution are as follows :



- a) Educational Technology Lab
- b) Psychology Department / Lab
- c) Language Department / Lab
- d) Science Methodology Deptt / Lab
- e) Math's Methodology Deptt / Lab
- f) History Methodology Deptt
- g) Geography Methodology Deptt
- h) Physical Education Department
- i) Examination Committee
- j) Student welfare Department
- k) Music Department
- l) Computer Laboratory
- m) Placement cell

- 1) Under Graduate
- 2) Post Graduate
- 3) Extension & Training
- 4) Distance Education
- 5) Research & Publication
- 6) Library



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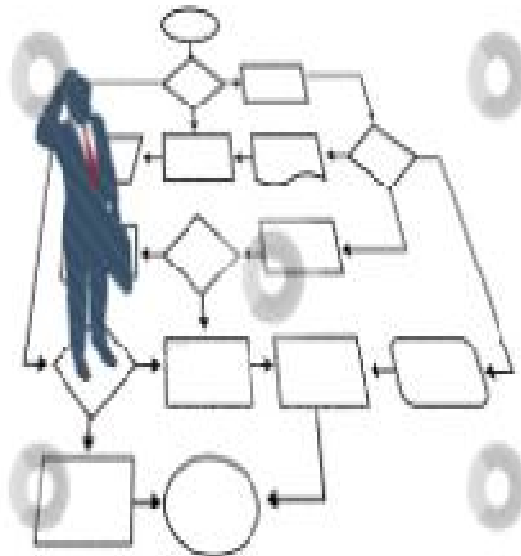
**6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.**

- The institute gives freedom and the rights to the committees/ departments to plan and conduct the activities at their level.
- The structure and functioning of the committees and departments is as given in two **point 5.3.1** and **point 6.2.2** referred above.

**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 and plan the quality of educational provisions, the institution collaborates with the following educational departments :

- Co-operative school
- CTEs,
- DIETs,
- SSA,
- RMSA,
- IASE,
- YCMOU, ( Nasik).
- MEPA
- University
- Walmi etc.



The institutions organize the orientation programmes, self empowerment, organizing workshop and seminars, assessing teaching competencies of teacher trainees, acted as resource person, acting as participating institution for data collection in the project conducted by adult education department, acting as a member of BOS of Universities.

**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 institution uses the feedback in decision making and performance improvement.**

- **From students :** The institution uses the data and information obtained from feedback in decision making, performance improvement and re-planning the activities & programmes. The institution has permanent suggestion box; in addition feedback forms are also developed and accordingly feedback is obtained.
- **Feedback from faculty :** In staff meetings, after each and every activity, the faculty member's discusses on various aspects of the activities and the academic calendar. Especially the discussion is focused on SWOT analysis of the events.
- **Feedback from practicing schools :** The institution conducts meeting with the headmasters and the school teachers' for safe implementation and execution in order to enhance the quality of practice teaching.

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- **Feedback from parent association :** The institution organizes the parents meetings to get their feedback to bring the necessary changes in the activities of curricular and co-curricula and also in availability of infrastructural facilities.

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

The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of faculty is as follows :

- Faculties of this institution are sent to the conferences, / seminars / symposiums / workshops etc.
- Faculties of this institution share the experiences and special contribution.
- Faculties of this institution also conduct the minor research projects.
- Resource persons are invited for Special lectures.
- Faculties of this institution also sent for the refresher and the orientation courses.
- Faculties have initiated to publish the research papers / articles.

## 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 plans and deploys the new technology. The IQAC utilizes the MIS. It collects data and information about administration, curriculum-transaction, internal and external assessment, extension activities.

The information collected by using the MIS is used for strategy development and Deployment.

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

This institution is a government institution. It has a definite action plan as per its Vision, Mission, Goals & Objectives and in tune with the University and NCTE norms.

To execute the action plan, the resources (human and financial) obtained by this institution from the Govt. (The resources obtaining process from the Govt. is discussed in next **Point 6.3.3** in detail.) are

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allocated by this institution and put to optimum use for accomplishment and sustaining the changes resulting from the action plans as follows.

- Formation of 06 units as discussed in **Points 5.3.5 & 6.2.2 earlier.**
- Formation of Various 13 Departments as discussed in **Point 5.3.5 & 6.2.2 earlier.**
- Formation of 08 Committees as discussed in **Point 7.1.1.**
- The distribution of responsibilities among above units, departments and committees.
- The distribution of core papers, methodology subjects & optional subjects and co-curricular activities and extra-curricular activities.
- The faculties are involved in the sustainable development of the institution
- The faculties also implement various programmes and activities for the qualitative education and personality development of B.Ed. And M.Ed. Trainees.
- The curriculum, co-curriculum and departmental responsibilities are distributed and shared among the faculty members as per their expertise and interest.
- The administrative and the official work are distributed as per government norms among Jr.Clerk, Sr.Clerk, Head Clerk, Superintendent, Peons, Aaya, Watchmen and Scavengers.
- The Financial resources procured from the Govt. are utilized head-wise, viz. Salary, Honorarium, Contingency, Computer stationery, Wages, water & telephone charges, rent-rate & taxes, TADA, office expenditure, etc. and the accounts are audited accordingly.

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

This institution being a government institution, the resources (human and financial) are made available by the government as and when required as follows :

- **Human resources -**

- Human resources are provided by the government as per the U.G.C. norms and the N.C.T.E. norms and the procedure for recruitment is as follows.
- As off today not a single post is vacant.
- The selection of permanent Teaching staff (teachers) is done by **M.P.S.C**, Maharashtra Public Service Commission as per the demand sent by Higher & Technical Education Ministry, Government of Maharashtra. The selected teachers are placed by the Director of Higher Education, M.S., Pune and for the **self-financed courses** (M.Ed.), the temporary staff if recruited as per Govt. norms. For self finance courses the consent of local governing council for advertising the posts is sought, then interviews of the candidates are conducted by the committee and the selected candidates are posted by the Principal.
- The Non-teaching staff is recruited by Regional Joint-Director, Higher Education, Aurangabad by direct recruitment drive. Some promotional posts like Sr.Clerk,

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Head Clerk, etc. are promoted by the Joint-Director as per roster and vacancy.

- **Financial resources –**

- The Government of Maharashtra provides budget for salary for the teaching and non teaching staff.
- Other charges like T. A., contingency, RRT, etc are provided by state government as per the college requirements.
- Under plan scheme grants provided for construction and contingency expenditure.

The budget for the following heads is prepared three times a year and it is sent by the institute to Director of Higher Education, M.S., Pune for sanction, who submits the state budget to the Department of Higher & Technical Education, Mantralaya, Mumbai. The Department of Higher & Technical Education sends the state budget to the Finance Department who sanctions and sends back it to the Department of Higher & Technical Education. Then the Department allocates the budget to Director of Higher Education, M.S., Pune, who disburses it to **this institute** and other HEIs in the state.

Budget Heads : Under Plan grant & Non-plan grant

1. Salary grant
2. Contingency grant
3. T.A.D.A. grant
4. Telephone, Electricity & Water charges
5. Computer expences
6. Office Expences
7. Contractual services

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Thus approved financial help / budget is used for institutional development purpose head-wise.

For self finance courses, the revenue is generated from fees. These accumulated funds are utilized for salary disbursement, honorarium to visiting / guest faculties, expenses on academic activities, books purchase, etc. The accounts are audited as per government directives.

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

In the first meeting of IQAC, the IQAC members, faculty and administrative staff members finalize the academic calendar of the academic year, wherein the recommendations of the school teachers and headmasters are also considered. The IQAC members include the school headmasters, educationist, and representatives of all stakeholders which are involved in the planning process.

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

The Mission, Vision, Goals and Objectives of the institution are displayed at the entrance. They are also inculcated through formal meetings and informal day to day communication.

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

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The Vision, Mission and Plans of the institution are monitored and evaluated throughout the year and in the fourth and last meeting of IQAC as per the evaluation the revision, if necessary is done.

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

In the meetings the technology up gradation issue is also discussed and accordingly budget planning is done.

## **6.4 Human Resource Management**

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

Faculty development needs and career progression of the staff are identified through self evaluation and the evaluation made by principal in prescribed proforma of A.C.Rs. Now a-days A.P.I. are also maintained for career advancement scheme. Institution and Principals K.P.I. is also developed & maintained for identifying the development, needs & career progress of the staff.

### **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?**

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The performance assessment of faculty and staff is evaluated as follows :

- Targets are given for theory and practical work
- Result and attendance of the students
- Class room planning and control
- Students guidance and counseling
- Assignment and evaluation
- Learning resources development
- Research work and publication
- Seminars /training
- Co-curricular activity
- Administrative function - Examination work of college and University, Gymkhana etc.
- Remarkable performance other than theory and practical lectures
- Feed back of the student
- Feedback of the peer group.
- Feedback of the principal.



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

The staff and faculty are given the facilities like :

- House loan, vehicle loan,
- Medical reimbursement,

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- *Maharashtra Darshan* (once in four years), *Swa-Gram travel Yojana* (once in two years),
- Residential facility (for principal, rector, warden, class IV.),
- Group insurance facility,
- Carrier advancement facility/ promotion,
- Anukampa yojna .
- Advance increment facility.
- G.P.F. loan facility.

**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.**

The institution is thinking to plan in near future.

**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.) ?**

This being a state government institution the recruitment of teaching staff is done through MPSC. This is a lengthy process so mean while the adhoc appointments are done by the Director of Higher Education. The recruitment of non-teaching staff is done by Director of Higher Education at state level and Joint Director at regional level.

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The service condition and salary structure is as per government, NCTE, UGC, norms. The detailed recruitment process is as discussed in **Point 6.2.2 earlier.**

**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).**

Generally there is no need for part-time, adhoc faculty as posts are sanctioned and recruited by the government. Still to avoid the academic loss of the students the teachers on adhoc basis are recruited by the Director of Higher Education till regular M.P.S.C. selected teachers are selected and posted. Their salary is as per government norms. As per NCTE norms there is no need of part-time teachers. The detailed recruitment process of Adhoc faculty is as discussed in **Point 6.2.2 earlier.**

**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).**

There is no provision of budgets for allocation for staff development, sponsoring for advanced study, research, participation in

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seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations. But the institution forwards the plans for grants to UGC and University. The duty leaves for the above works are sanctioned by the institution as per the rule.

**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).**

The physical facilities provided to faculty are as follows :

- Separate cabins
- Intercom facility
- CCTV camera
- Computer for each faculty
- Library reading room
- Auditorium hall
- Seminar hall
- Toilet-bath room for ladies and gents
- Ladies rooms
- Subject wise rooms
- Laboratories of psychology, Science, Language
- ICT lab
- Audiovisual instruments
- Internet facility
- Wi-Fi facility
- Well equipped staffroom

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- Study cabins adjacent to library for Ph.D. researchers
- Xerox machine, scanner, fax machine, etc
- Furniture and fixtures
- Section wise compartments
- Water cooler with water purifier for drinking water
- Generator

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

The faculty and other stakeholders to seek information and or make complaints, the mechanisms used is as follows :

- To get the information, the faculties use to go to the concern departments and authorities.
- The faculty members convey their complaints before the head of the departments and through them before the principal.
- For trainee a suggestion box has been maintained in the main building of the institution.
- For faculty members and trainee, there is provision of grievance redressal cell to register complaints.

#### **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.**

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The workload policies and practices that encourages faculty to be engaged in a wide range of professional and administrative activities are as follows :

Institute calls a meeting of all faculties in the beginning of academic year for distribution of workload regarding teaching and all other related activities. Considering the interest and experience of the faculties they are allotted the equal workload by the principal.

❖ **Teaching :**

- Compulsory papers and optional papers are distributed equally in faculty members.
- School methods are distributed according to method masters.

❖ **Research :**

- Research Workshops/seminars are organized by faculty members.
- M. Ed. students are equally distributed for the research guidance.
- The faculty members are working on minor research project
- The faculty members have presented their research paper in National and International conferences.
- Faculty members have published their research paper in National and International journals.

❖ **Assessment :**

- At college faculty members asses micro, macro and practice lessons.
- Assessment of the activates like psychology experiments , ICT workshop, internship, teaching aids, physical education

practical, working with community, excursion, cultural activities etc.

- Tutorials, assignments and the dissertations of M. Ed. student are also assessing.
- All faculty members assess annual lessons and practical and theory papers of final examination at University level.
- Faculties also evaluate the dissertations of M. Ed., M. Phil. Ph.D. etc and goes to conduct the oral viva-voce.

❖ **Mentoring :**

- Senior faculty member deliver lecture on various topics in various institution.
- Research guides of this institute are recognized research guide for Ph.D. students.

❖ **working with schools and community :**

- Teacher trainees are taken practice lesson in various schools
- Internship programme are arranged in practicing school
- Working with community camp is arranged in rural areas.
- Street drama, road rally, removal of superstitions programme, health and hygiene programme , blood donation camp etc are arranged for awareness and benefits for community.

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

**Yes,**

The institution has mechanisms for rewarding and motivating staff.

- Staff members are motivated by apprising and offering momentous.

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- Staff members are motivated by permitting them to participate in workshops / seminars / conferences at National and International level.
- The institute also motivate the staff members by sending their proposals for grant to UGC and government.
- Special note is taken in the service book of the concerned faculty.

## 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.**

The financial support from government of Maharashtra and UGC is as follows.

| Content   | Year 1   | Year2    | Year 3   |
|---|----------|----------|----------|
| Total sanctioned Budget   | 14869000 | 19054000 | 29662000 |
| % spent on the salary of faculty  | 78.00    | 85.00    | 90.00    |
| % spent on the salary of non-teaching employees   | 21.17    | 15.00    | 16.00    |
| % spent on books and journals   | 0.05     | 0.05     | 0.05     |
| % spent on developmental activities (expansion of building)                             | Nil      | Nil      | Nil      |
| % spent on telephone, electricity and water   | 1.26     | 2.17     | 3.05     |
| % spent on maintenance of building, sports facilities, hostels, residential complex and | 1.75     | 1.69     | 1.95     |

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|   |          |          |          |
|---|----------|----------|----------|
| student amenities, etc.   |          |          |          |
| % spent on maintenance of equipment, teaching aids, contingency etc.  | 0.45     | 0.44     | 0.65     |
| % spent on research and scholarship (seminars, conferences, faculty development programs, faculty Exchange, etc.) | Nil      | Nil      | NIL      |
| % spent on travel   | 0.49     | 0.29     | 0.30     |
| Any other (specify and indicate)  | 1.20     | 0.65     | 0.70     |
| Total expenditure incurred  | 14869000 | 19054000 | 29662000 |

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

This institution is a government institute. So, funds and budgets are sanctioned from government time to time.

There is no provision of accepting donation from any agency or resource.

**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?**

This institute is a government institute. So, government supplies contingency funds for day to day expenses. It is sufficient for expenses. If it exceeds the excess demand is put in budget and the state Govt. sanction it.

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**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)**

The Government supply funds to full-fill mission, vision, goals and quality programmes, for the institution. The institution has no excess and deficit because the government provides funds according to budget.

**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).**

**Yes,**

The accounts of the institution are regularly audited. There is no provision for internal audit; DDO (principal) is responsible for expenditure. The external audit of this institution is done by Accountant General Nagpur, Maharashtra state and Director of Higher Education. The audit is not done in the last two years.

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

**Yes,**

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The institution is computerized, but as per the government rule the cashbook and receipts are maintained by manually. In future if government authorizes and orders, it will also be computerized.

## **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?**

The best practices done by institution in governance and leadership :

- The institute has established research center and quarterly publish Interdisciplinary Research Journal.
- The institute has established language lab, research cubicles.
- Various books and National and international journals are subscribed for research references by library.
- Institute is recently recognized by International Accreditation Organization (IAO).
- Participation of faculties in International conferences.
- Use of ICT in admission and teaching-learning process.
- Renovation of infrastructures.
- Beautification of campus.
- Use of solar system based energy.
- This institute is upgraded as I.A.S.E. for Maharashtra state.
- It has guided the members of the 06 CTEs, and 18 DIETs for quality enhancement.
- It is well known research center in which most of the faculties are the research guides.

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## **6.7 Additional Information to be provided by Institutions opting for Reaccreditation / Reassessment**

**The following major points are important for re-accreditation :**

- Decentralization of administrative and academic functioning.
- The academic decentralization is as follows.

### **+ Academic and administrative units**

- **U. G. Unit**
- **P. G. Unit**
- **Extension and training unit**
- **Distance Education unit**
- **Research and publication unit**
- **Library unit**
- **Administrative unit**

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

There was no evaluative observation made under Governance and leadership in the previous assessment report.

**6.7.2 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 ?**

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The institution has taken following steps towards Governance and Leadership :

- Use of decentralization in Governance and leadership manner which involve active participation all personnel of the institution.
- Forming various committees for various activities administration is effectively decentralized and made transparent.
- The faculties appointed are fully qualified and appointed on regular / contract basis.
- The principal meets every human resources regularly and solve their problems about various aspects.
- The institution is grown up towards local to global.



## 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,**

The institution has established Internal Quality Assurance Cell (IQAC)

**Year of establishment:** January 19<sup>th</sup> 2005.

#### **Composition of IQAC :**

The IQAC was formed in 2005 as per the NAAC letter. Over the time some IQAC members got retired whereas some got transferred in other govt. institutions. So, accordingly the IQAC under went many transformations over the time. The present IQAC members are as follows :

| No. | Name                | Designation    | Position held in IQAC |
|-----|---------------------|----------------|-----------------------|
| 01  | Dr.P.R.Gaikwad      | Principal      | Chairman              |
| 02  | Mr.U.J.Karawande    | Asso.Professor | Co-Ordinator          |
| 03  | Dr.L.K.Rathod       | Professor      | Sr. most Faculty      |
| 04  | Dr.P.M.Jadhav       | Asso.Professor | Sr. Faculty           |
| 05  | Dr.H.M.Shaikh       | Asso.Professor | Sr.Faculty            |
| 06  | Dr.K.L.Chincholikar | Asso.Professor | Sr.Faculty            |
| 07  | Dr.Mohd Fayyaz      | Joint Director | Mgt.Representative    |
| 08  | Mr.S.N.Kulkarni     | O.S.           | Member                |

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|     |                  |                         |        |
|-----|------------------|-------------------------|--------|
| 09  | Dr.P.S.Bansod    | Librarian               | Member |
| 10  | Dr.R.S.Lolge     | Physical Director       | Member |
| 11  | Mrs.L.B.Wakle    | School Head Master      | Member |
| 12. | Mrs.Bhange Kamal | School Head Master      | Member |
| 13. | .....            | MEd FT Representative   | Member |
| 14  | .....            | BEd Representative      | Member |
| 15  | .....            | MEd PT-1 Representative | Member |
| 16  | .....            | MEd PT-2 Representative | Member |
| 17  | Dr.Ranjan Garge  | Educationist            | Member |
| 18  | Mr.L.N.Dafne     | Educationist            | Member |

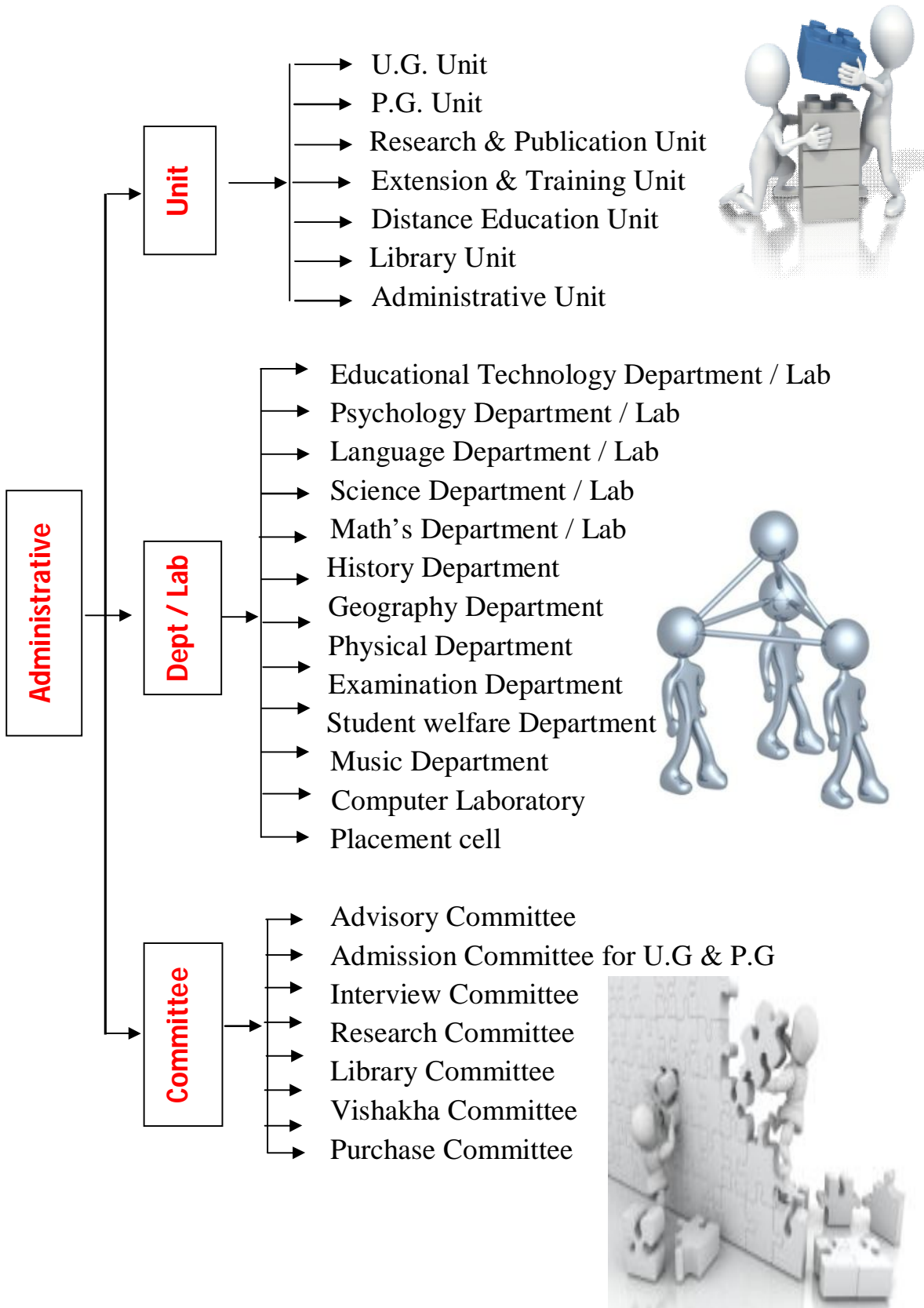
### **Major Activities Undertaken :**

The Institution Performed Following activities for improvement in quality of teacher Education.

- Arranged IQAC meetings for discussion on Quality Issues in Teacher Education programme.
- Arranged IQAC meetings for discussion of Quality Issues in implementing Teacher Education programme, etc.
- Arranged IQAC meetings for review of suggestions given by NAAC in accreditation.
- Establishment of several Units, Departments and Committees **as shown in the following chart.**

In this way IQAC meetings are held frequently.

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

The institution has developed several quality assurance mechanisms within the existing academic and administrative system. These are as follows :

- Post Assessment and Accreditation of NAAC Establishment of IQAC
- Planning, Monitoring and Evaluation Committee.
- Distribution of responsibilities, as per Academic & Administrative heads.
- Unit wise and Department wise division of responsibilities.
- Internal AAA by IQAC : Internal Academic & Administrative Audit is done by Principal, Administrative Head, Academic Dean, Unit Heads, Head of the Departments, Chairman of the Committee regularly
- External AAA by Govt agencies : Academic & Administrative Audit is done by MHRD, Govt. of Maharashtra, Director of Higher Education, Pune, Accountant General (Nagpur), Joint Director of Higher Education, University, NCTE, NAAC, IAO etc.

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

The institution ensure the quality of its academic programmes through the follows mechanism-

- **Monthly meetings**
  - Right from the beginning of academic year monthly meeting are held to plan the activities based on curriculum distribution of work responsibilities as per the academic calendar
  - Regular follow up implemented activities are taken.
- **Annual meetings**
  - The staff meetings is held at the end of academic year to ensure the strengths & weaknesses experienced through the year & to decide the suggestive remedies unit as well as department wise feedback is taken.
  - Discussion on Annual Report by Principal & Director of IASE, Dean Administrative and Dean Academic, Heads of Administrative Committee, Academic Committee, Research & Development Committee, Student Welfare Committee.
- **External and Internal experts** : Institution has constituted 'AAA' Committee consisting of External and Internal experts for performance evaluation. Its report is been considered for improvement.
- **Self Appraisal** : At the end of every academic year self Appraisal reports are submitted to assess the performance of

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faculties personality to identify the involvement & Performance of faculty & trainees in activities as well as examination results

- **Feedback from students** : Feedback is taken after every academic programme to ensure the reflection of objectives achieved & quality of teacher education programme.

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

The quality initiatives on administration and financial management process are as follows:

##### ➤ **Administrative Management**

- Academic and Administrative head wise distribution of responsibilities.
- Unit wise division of responsibilities.
- Department wise division of responsibilities
- Distribution of responsibilities of Internal Department in the Units
- Functioning through Student Council

##### ➤ **Financial Management**

- Preparation of Budget
- Formation of Purchase Committee
- Rate contract Quotation System for purchase
- Auditing by State Govt.
- Internal Audit by Govt. approved Auditor
- Audit by Govt. approved Auditor for Self Finance Courses

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### **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 related to various aspects.

#### **➤ Teaching Learning Process**

- Innovative Demo lessons & Open Discussion sessions
- Use of ICT in teaching-learning process
- Use of Team Teaching technique
- Promotion of research activities through use of work-shop techniques
- Use of student centric methods
- Use of Co-operative learning
- Use of workshop module : TDPF model for workshop activities  
(TDPF-Theory-Demonstration-Practice-Feedback Model)
- Use of E-sources
- Supervised study
- 24 hours Hostel Library Facility for self study

#### **➤ Co-curricular Activities**

- Implementation of activities through Student Council
- Formation of Houses and Clubs
- Trainees' active participation in planning and implementation House & Club activities, Cultural & Co-curricular Activities.

- Parent meetings
- Health activities
- Guidance & Counseling Cell for Career guidance / Competitive exam guidance (TET / CTET / NET / SET / PET & other Examinations)
- Development of Support material (Handouts, Broachers, Wall –papers & E-material)

➤ **Extra Curricular Activities**

- Use of diagnostic and remedial approach to find out hidden qualities, capabilities, teaching skills, presentation skills, aspects of personality of student teacher.
- Student Teacher Monitoring Programmes
- Gender Sensitization Programmes
- Sixth days State Level Orientation workshop on Fundamental Elements of Research
- Two Days State Level Workshop on Statistical Application In Research
- Publication of Quarterly National Journal of Extensive Education and Interdisciplinary Research.
- Organization of Expert Lectures on various topics.
- Besides this, Prize distribution for 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> merit student from the institution from B.Ed. Regular, M.Ed. Regular-Full-Time, M.Ed. Regular Part-Time classes under ‘*Nirantar Paritoshik Thev Yojna*’ Scheme.

➤ **Evaluation Process**

- Diagnostic Approach

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- Use of Formative and Summative Evaluation Techniques, Methods & Tools
- Continuous and Comprehensive Evaluation Process
- Execution of Surprised class Tests
- Use of Various Tools, Techniques & Methods of evaluation (Teacher Evaluation, Peer Evaluation, Expert Evaluation)



## 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.

The institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum through various approaches like :

- Admission process- The Admission process is administrated as per the Govt. norms based on National policies. The admission committee members are appointed as per norms.
- Representation of Teachers from every category are involved in all the Committees (i.e. Advisory Committee, Library Committee, Grievance Cell, Planning Board etc.)
- Research project are done based on issues of inclusion
- Organization of special lecture on issues of inclusion
- Teaching –Learning process (theoretical foundation) - Reflection of the issues recommended in national policies

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are implemented through Theoretical & Practical aspects. i.e. Expert lectures on the environmental education, Water literacy, Disaster Management, Women Empowerment, Gender Sensitization, Educating Special Children, Education of Deviated from main streaming etc.

- Morning Assembly - The Institution lays stress on the various aspects of national policies in morning assembly viz., Meditation, Prayer, Good educational thoughts, Ritual & Spiritual stories, patriotic group song, Awareness of general knowledge, Focus on selected, improvement daily needs such as educational, social, cultural, financial, political, sports, International, National & state level news etc. Daily reading preamble of Indian constitution, National Anthem etc. Celebration of National festivals as per the Circulars.

### **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 provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences as follows :

- While forming of every group activity there is provision for interaction within the male & female trainees, which promotes the inclusion & awareness of gender sensitization.

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- Planning and Implementation of Gender Sensitization activities & Programmes. In the whole academic year several activities conducted in this programme to create gender awareness among student teacher.
- Philosophical, Sociological and Psychological Foundation of Education are the core papers at U.G & P.G Level, which emphasizes on various aspects of exceptionalities.
- Various co-curricular activities are arranged to point out & identify the exceptional qualities within the trainees formation of student council. Talent search programme, Club activities, House wise activities, Internship programme, cultural activities Exceptional trainees are encouraged to participant in various competitions at intercollegiate, university, state & National Level.

### **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.**

Initiatives taken by the institution to create learning environments that foster positive social interaction, active engagement in learning and self motivation as follows:

- Gender awareness programme through '*Jagar Janivacha Abhiyan*'
- Majority of female student teacher in student council
- Group activities

- Equal distribution of responsibilities to male and female student teachers in House activities
- Equal distribution of responsibilities to male and female student teachers in Club activities
- Equal Opportunity for participation in group activities to male and female student teachers
- Working With Community Camp
- Plantation
- Personality development program

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

- Diagnosis of teacher trainees' attitude at the beginning of academic year.
- Institutional interviews, the information about working with children from diverse backgrounds and exceptionalities is collected.
- Planning and execution of various activities for 'Development of student teachers attitude towards working with children from diverse backgrounds and exceptionalities.
- Testing of student teachers attitude at the completion of course towards working with children from diverse backgrounds and exceptionalities.
- Implementation of handling children from diverse background and exceptionalities through practice teaching lesson,

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Internship Programme, Working With Community Workshop and practical's related to various theory papers, Field Visits etc.

- Organization of Expert Lectures for awareness of the problems & rehabilitation of diverse background & exceptionalities

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

➤ **Support Facilities**

- Ramp for physically challenged
- Hall adjustment & seating arrangement of these student teacher
- Class adjustment at the time of practice lesson
- Hostel facility
- Provision of Book Bank facility

➤ **Financial Facilities**

- Scholarships to Physically Challenged student teacher
- Scholarships to SC/ST/OBC students teachers
- Free ships to SC/ST/OBC student teachers

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

The institution handles and responds to gender sensitive issues as follows:

- Implementation of Gender Sensitization Programme
- Formation Grievance Cell to solve female student teachers difficulties
- Formation of *Vishakha* Committee
- Adjustment of practical timings as per the need of married female student teachers
- Adjustment of Practice Lesson Schools
- Adjustment of Practice Lesson Timings
- Physical Facilities for female student teacher (i.e. Ladies Common Room, Separate Ladies Toilet facility)
- Guidance & Counseling Cell

### 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?

- Website
- Extension Service Department
- Ex. Students
- Parent Meetings
- Headmasters, School Teachers Meetings



### **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?**

The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement as follows:

#### **➤ Experts**

- Experts in the field of education are involved as members of Syndicate in planning, implementation and evaluation.

#### **➤ Teaching Faculties**

- All Faculties are involved in all academic activities – teaching, learner centric approaches, evaluation, research & extension.

#### **➤ Advisory Committee**

- The members of advisory committee are involved in planning, implementation and monitoring of academic activities.

#### **➤ Public Representatives**

- Public representatives are also involved in the form of consultative committees (Headmasters, Teachers, Parents, Ex).
- All the stakeholders are involved in planning, implementation and evaluation of academic programmes through.
- Staff meetings

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- Informal talks with students
- Parents Meetings
- Alumni Association Gatherings
- Interaction with various committees and delegates
- In-service teacher training courses.
- Orientation courses for pre-service & In-service trainees & teachers.

**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?**

There are some feedback mechanisms run by the institution for quality improvement from students, professional community, Alumni and other stakeholders :

➤ **Feedback from trainee teachers**

- The feedback from student teachers and its analysis on the basis of teaching learning process, teachers involvement, quality teaching, teachers interaction with student teachers, etc.

➤ **Feedback from Faculties**

- Peer Evaluation System used in various workshops – e.g. Micro Teaching workshop, Bridge Lesson workshop, Demonstration Workshop, Preparation of teaching aids workshop, Preparation and Presentation of Research

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Proposal Workshop, ICT workshop, ICT based lesson planning & presentation workshop etc.

➤ **Feedback from Professional community (Headmasters and School Teachers)**

- The feedback from Headmasters and School Teachers of Practice Teaching Schools and Internship Schools on performance of student teachers regarding quality of practice lessons, innovations in practice lessons, and quality of various activities implemented in the Internship programmes.

➤ **Feedback from Alumni and Parents**

- Alumni and Parents opinion and feedback are taken into consideration in academic transaction.
- Oral feedback from parents regarding progress of student teachers

➤ **Feedback from Advisory Committee :**

- The members of advisory committee are involved in planning, implementation and monitoring of academic activities.

➤ **Feedback from Public Representatives :**

- Public representatives are also involved in the form of consultative committees (Headmasters, Teachers, Parents, Ex). All the stakeholders are involved in planning, implementation and evaluation of academic programmes.

Reconstructing and Updating of academic programmes and activities of the Institution are the based on formal and informal continuous

feedback obtained from Students, Parents, Faculty members, Advisory Committee Members, Headmasters, School Teachers, Ex-students and Public Representatives

## **7.4 Additional Information to be provided by Institutions opting for Reaccreditation**

### **7.4.1 How are the core values of NAAC reflected in the various functions of the institution?**

Reflection of core values of NAAC in the various functions of the institution is as follows :

- Vision, Mission and objectives of the institution
- Admission Process : 75 to 80% student from reservation categories
- Establishment of IQAC
- Planning of the programs (Academic Calendar)
- Implementation of various activities
- Practical Training
- Moral and Spiritual Development Programmes
- Skill Development Programmes (Communication skill, Teaching skill, Group Discussion skill etc.)
- Field visits, project work
- Research Projects (M. Ed., Ph. D. Level Research Projects)
- Special Lectures, Expert Lectures
- Working With Community Camp
- Health and Yoga Education

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- Celebration of National Festivals
- Implementation of Gender Awareness Programme
- Celebration Birth & Death Anniversaries of Great Historical Personalities
- Collaborative Researches
- Linkages with DIETs, CTEs, University, Adult & Continuing Education Dept., *Bhartiya Shikshan Mandal*, *Punrutthan* University, Vocational Guidance and Counseling Institution, *Sajag Mahila Sangharsha Samiti*, *Yoga Mitra Mandad*, *Niramaya Yoga Clinic*, District Education Board, Schools & Colleges, Headmasters & Principals, High School Teachers etc.
- Career Guidance
- Guidance for Competitive (CTET/TET/NET/SET/PET and other competitive examinations)
- Use of ICT in Teaching-Learning Process
- State Level Multidisciplinary Research Workshops
- Publication of Quarterly National Journal of Extensive Education and Interdisciplinary Research



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**C : MAPPING OF ACADEMIC CALENDARs :**

**C-1. MAPPING OF ACADEMIC CALENDAR :**

**B.ED.**

**On Page No. 238**

**C-2. MAPPING OF ACADEMIC CALENDAR :**

**M.ED. Regular-Full-Time**

**On Page No. 239**

**C-1. MAPPING OF ACADEMIC CALENDAR :**

**M.ED. Regular-Part-Time**

**On Page No. 240**



**Government College of Education, IASE, Aurangabad.**

**ACADEMIC CALENDAR**

**B.Ed. Regular Full Time 2013 - 2014**

| Month   | June   | July   | August | September | October | November | December | January | February | March  | April  |        |
|---|--------|--------|--------|-----------|---------|----------|----------|---------|----------|--------|--------|--------|
| Activity / Weeks                                    | 1-2    | 3-5    | 6-8    | 9-11      | 12-14   | 15-17    | 18-20    | 21-23   | 24-26    | 27-29  | 30-32  | 33-35  |
| Admission Process                                   | Shaded | Shaded | Shaded |           |         |          |          |         |          |        |        |        |
| Orientation of Course / Theory Teaching             |        | Shaded | Shaded |           |         |          |          |         |          |        |        |        |
| Workshops (TAM, NTA, PU, & ICI)                     |        |        | Shaded | Shaded    |         |          |          |         |          |        |        |        |
| Sessional Work- C/Text/Assigns/Project              |        | Shaded | Shaded | Shaded    | Shaded  | Shaded   | Shaded   | Shaded  | Shaded   | Shaded | Shaded | Shaded |
| Seminar (Preparation & Presentation)                |        |        |        |           | Shaded  | Shaded   | Shaded   |         |          |        |        |        |
| Simulation & Practice Teaching Lesson               |        |        |        | Shaded    | Shaded  | Shaded   | Shaded   | Shaded  | Shaded   | Shaded | Shaded | Shaded |
| Internship Programme                                |        |        |        |           |         |          |          | Shaded  | Shaded   |        |        |        |
| Working with community Camp/Excursion               |        |        |        |           |         |          |          | Shaded  |          |        |        |        |
| Co-curricular & Extra-curricular Activities         |        |        | Shaded | Shaded    | Shaded  | Shaded   | Shaded   | Shaded  | Shaded   | Shaded | Shaded | Shaded |
| Practical Work (Psychology Expt. & Comp & Phy. Ed.) |        |        |        | Shaded    | Shaded  | Shaded   | Shaded   | Shaded  | Shaded   | Shaded | Shaded | Shaded |
| Examination (C/T/S/T /Prelim. Exam/)                |        |        |        | Shaded    | Shaded  | Shaded   | Shaded   | Shaded  | Shaded   | Shaded | Shaded | Shaded |
| Supervised Study                                    |        |        |        |           |         |          |          |         |          | Shaded | Shaded | Shaded |
| University Exam                                     |        |        |        |           |         |          |          |         |          |        |        | Shaded |

Dr. Subhedar B.P.  
Head of Academic Calendar(B. Ed.)

Prof. Karwande U. J.  
Head of U.G Department

Dr. Jadhav P. M.  
Academic Dean

Dr. Rathod L. K.  
Administrative Dean

Dr. Gaikwad P. R.  
Principal & Director



**Post Graduate Department Education,  
Government College Of Education, IASE Aurangabad.  
M.Ed. Regular Full Time 2013-2014.**



**ACADEMIC CALENDAR**

| Weeks                                       | 01   | 02   | 03   | 04         | 05 | 06 | 07 | 08 | 09 | 10 | 11        | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 |  |  |  |  |  |  |  |
|---|------|------|------|------------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|
| Admission Process                           | Grey | Grey | Grey |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Orientation of Course                       |      |      |      | Light Blue |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu. CC-1 to 6 : Theory                     |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Assignment , Tests & Seminars               |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu.CC-9/1Workshop for ResearchProposal     |      |      |      |            |    |    |    |    |    |    | Dark Blue |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Research Guidance & Dissertation work       |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu. CC-7 : Project related to all papers   |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu. CC- 8:Field Based Experience Programme |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu.CC-9:Tool Development Workshop          |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu.CC-10:CAIL & Demo Lesson Workshop       |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu.CC-12: Review of Research Paper         |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu. CC- 11 : Excursion                     |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Participation in B. Ed Activities           |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Co-Curricular Activities                    |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Edu. CC- 6 (a, b & c) Viva-voce/Oral Exam   |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Coaching for Competitive Exam Prelim Exam   |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| Supervised Study                            |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |
| University Exam                             |      |      |      |            |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |  |

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**Dr. Jadhav R. L**  
Head of Academic Calendar,  
M.Ed. Regular Full Time 2013-2014

**Dr. Jadhav P.M**  
Head of P.G Department,  
Govt. College Of Education, IASE Aurangabad.

**Dr. Rathod L. K**  
Administrative Dean,  
Govt. College Of Education, IASE Aurangabad.

**Dr. Gaikwad P. R**  
Principal & Director,  
Govt. College Of Education, IASE Aurangabad



## MHCOTE11242 - SSR - Part-II

### 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.

*Signature of the Head of the institution  
with seal*

Place : Aurangabad

Date:28<sup>th</sup> June 2014.



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