II KARAMANNE WADHIKARASTE MA FALESHU KADACHANII

Jayawantrao Awale shikshan prasarak Mandal's

ICHALKARANJI SHIKSHANSHASTRA MAHAVIDYALAY, ICHALKARANJI

(Continuously Affiliated to

Shivaji University, Kolhapur)

SELF APPRAISAL REPORT

For

Assessment and Re-accreditation

Submitted to

National Assessment and Accreditation

Council, (NAAC),

Bangalore – 560072, India.

2016

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SECTION: A

INTRODUCTION

- ❖ **The Parent Institution Jayawantrao Awale Shikshan Prasarak Mandal.**

- ❖ **Ichalkaranji Shikshanshastra Mahavidyalay, Ichalkaranji.**

- ❖ **IQAC (Internal Quality Assurance Cell)**

SECTION A: INTRODUCTION

OUR PARENT INSTITUTION:-

Jayawantrao Awale Shikshan Prasarak Mandal, Ichalkaranji

Jayawantrao Awale Shikshan Prasarak Mandal, Ichalkaranji is one of the most prestigious private educational societies in the Kolhapur District. Our Jayawantrao Awale Shikshan Prasarak Mandal, Ichalkaranji was established in1986 with an aim to impart Education to the children of the drought affected area. It was the first to start a D.Ed. College in Ichalkaranji near Vyankoba Maidan School No.8 Ichalkaranji on Rent.

It started with a small class of fifty students and then slowly flourished with Girls High school, Marathi Medium School, College of Education, and Junior College and Senior College. Now around two thousand four hundred students are studying under one roof of Jayawantrao Awale Shikshan PrasarakMandal, Ichalkaranji.

The Former President of our JayawantraoAwale Shikshan Prasarak Mandal Ichalkaranji, Shri Jayawantrao Gangaram Awale was a devoted social worker, Member of Parliament, Cabinet Minister of Social and welfare unit and a man of vision. He dreamed to bring social reform through Education.

A small seed slowly flourished in a big tree with a full-fledged A Marathi Medium School, A Girls Highschool & Junior College , A Senior College and College of Education(B.Ed.) Since its inception in 1986 the institution has majestically scaled the ladder of success. we have got a record that every year our student has stood ranked in the University. Both Marathi Medium school & Girls High school and B.Ed. have kept the record of more that 85% of passing, each year. Various schemes and plans are executed by the institution for spread of education, uplift of society and inculcation of values.

Ichalkaranji a city known all over India for the Textiles Industry, yet, remained a village for many a years in regards with modern developments, especially, Education. There was not a single professional college in Ichalkaranji. Jayawantrao Awale ShikshanPrasarak Mandal, Ichalkaranji is the pioneer in the field of Education in Ichalkaranji in both the regards.

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

JayawantraoAwaleShikshanPrasarakMandal, Ichalkaranji

List of Board of Directors.

Sr. No.	Name	Designation
1	Shri. Awale S. J.	Chairman
2	Shri. Awale R.J.	Vice Chairman
3	Shri. Lokhande R.D.	Secretary
4	Shri. Tharkar D.D.	Member
5	Smt. Awale S.J.	Member
6	Smt. Bharskar L.S.	Member
7	Shri. Sankpal P.R.	Member

Ichalkarnji shikshanshastra Mahavidyalay, Ichalkaranji

"No educational institution can flourish without excellent and dedicated teachers." Under the flagship of the parent institution, Ichalkaranji shikshanshastra Mahavidyalay has since its establishment in July 1990, fulfilled this need by imparting quality teacher education over the past 26 years and training teachers par excellence.

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

With the motivation and support of Jayawantrao Awale Shikshanprasarak Mandals Ichalkaranji Shikshanshastra Mahavidyalay has become an educational hub offering B.Ed. course. The institution is actively engaged in the pursuit of teaching, research and extension activities.

It has excellent library facilities that are very supportive to the various programs. The intake capacity per course is as follows:

No.	Course Name	Intake
1	B.Ed.	100 (50 each Unit)

IQAC (INTERNAL QUALITY ASSURANCE CELL)

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

The **IQAC** consists of the following members:-

Dr. Paranjape V.G.	(Principal) Chairperson
Shri. Kadam B.V.	Senior Administrative Officer
Dr. Bhosale S.M.	Teacher Representative
Mt. Wadikar S.D.	Teacher Representative
Shri. Lokhande R.D.	Management Representative
Shri. SagarKoik	Industrialist Member
Shri. Solapure G.A.	Coordinator
Dr. Mujawar I.N.	Asst. Coordinator
Smt. Ghugre A.A.	Student Representative
Shri. Pujari A.V.	Alumni Representative

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

The future plans of our College of Education are as follows

1) Certificate Course in Early Child Care & Education

2) Certificate Course in Human Rights

3) Guidance for Competitive Examinations

4) Certificate Course in Guidance Counseling

5) Certificate Course in Research Methodology

SECTION B

QUANTIFABLE INSTITUTIONAL DATA

Part I: Profile of the Institution

Part II: Criterion Wise Inputs

Criterion I: Curricular Aspects

Criterion II: Teaching, Learning and Evaluation

Criterion III: Research, Consultancy and Extension

Criterion IV: Infrastructure and Learning Resources

Criterion V: Student Support and Progression

Criterion VI: Governance and Leadership

Criterion VII: Innovative Practices

Section B
Part I: Institutional Data

A. Profile of the Institution:-

1. **Name and address of the institution:**
   Jayawantrao Awale Shikshan Prasarak Manadal's
   Ichalkaranji Shikshanshastra Mahavidyalay, Ichalkaranji.
   Dist- Kolhapur Tal- Hatkananngle. Pin-416115

2. **Website URL :**
   www.ismibed.org
3. **For communication:**
   ichbed02@gmail.com

Office:-

Post	Name	Telephone No with STD	FAX NO.	e-mail id
Head/ Principle	Dr. Paranjape V.G.	02302425588 99213118781	--------	vparanjape2k11@gmail.com
Self- appraisal coordinator	Dr. Mujawar I.N.	02302425588 9552754468	--------	isub.suk@gmail.com

4. Location of the Institution: Semi-urban

5. Campus area in acres: 4 acres

6. Is it a recognized minority institution?   No

7. Date of establishment of the institution: July 1990

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

                                             Shivaji University Kolhapur

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC
Act:-   Nil

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10. Type of Institution:-

a. By funding :   Self-financed

b. By Gender: Co-education

c. By Nature: Affiliated College to Shivaji University, Kolhapur.

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

 Yes

If yes, has the institution applied for autonomy?

No

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

Sr. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1.	Secondary / Sr. Secondary	B.Ed.	Graduation	Degree	2 Year	Marathi

13. Give the Details of NCTE recognition for program mention above:-

Level	Program/ Course	Order No. & Date	Valid Upto	Sanctioned Intake
Secondary / Sr. Secondary	B.Ed.	WRC//113070/2016/136769 DATE:- 25/05/2015	-------	100 TWO Units (50 Each)

B) CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. **Does the Institution have a stated :-**

Vision:-   yes

Mission :-   yes

Values:-   yes

Objectives :-   yes

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

   Yes

   If yes,

a) How many programmes**?**   **1**

b) Fee charged per programme**:-**   **26,550/-**

3. Are there programmes with semester system:-   Yes

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

Yes

If yes,

how many faculty are on the various curriculum development/vision

committees/boards of universities/regulating authority: **4**

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

Sr. No.	Program	No. of Methods
1	B.Ed.	7

6. Are there Programmes offered in modular form ?   **No**

7. Are there Programmes where assessment of teachers by the students has been Introduced:-   **Yes   (100)**

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

                                                        Yes (4)

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

- Heads of practice teaching schools   :-   **Yes**
- Academic peers   :-   **Yes**
- Alumni   :-   **Yes**
- Students   :-   **Yes**
- Employers   :-   **Yes**

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

                                        Two Year

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

<div align="right">

Yes (12)

</div>

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

<div align="right">

Yes

</div>

12-a)

Sr. no.	Program	Revision Years	Syllabus revised
1.	B.Ed.	2008-09	All Compulsory Papers. Initiatory School Experience program Language and Life skill Development Program Workshop on Constructivism Project related to Community experiences.
2.	B.Ed.	2014-15	Academic Flexibility 80-20 pattern introduced
3.	B.Ed.	2015-16	Semester Pattern Introduced Subjects introduced as NCTE draft

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

<div align="right">

Yes

</div>

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

<div align="right">

Yes

</div>

CRITERION II: TEACHING-LEARNING AND EVALUATION

1. How are students selected for admission into various courses?

B.Ed. Program:-

a) Common entrance test conducted by the MVAMSA, Pune.

b) Merit at the qualifying examination i.e. Minimum 50%f at graduation 50% weightage is given to both i.e. CET and marks of Graduation.

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

B.Ed. Program (2015-16):-

Date of start of the academic year	1st July	2015
Date of last admission	15th October	2015
Date of closing of the academic year	18th May	2016
Total teaching days	210	2015-16
Total working days	280	2015-16

3. Total number of students admitted (2015-16)

Program	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	35	57	92	12	24	36	13	33	46

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4. Are there any overseas students?   **No**

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

a) Unit cost excluding salary component**:**   **9000**

b) Unit cost including salary component   :   **36000**

6. Highest and lowest percentage of marks at the qualifying examination considered for admission during the previous academic session:-

Program	Open		Reserved	
B.Ed.	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
	76.58	61	75.28	59.58

7. Is there a provision for assessing students' knowledge and skills for the program (after admission)?
Yes
8. Does the institution develop and deploy action plans for effective implementation of the curriculum?

                                                            YES

9. Does the institution encourage the faculty to prepare course outlines?

                                                            YES

10. Does the institution develop its academic calendar?

                                                            YES

11. Time allotted (in percentage)

Program	Theory	Practice Teaching	Practicum
B.Ed.	35	12	53

12. Pre-practice teaching at the institution:-

B.Ed. :-

a) Number of pre-practice teaching days:-   **90**

b) Minimum number of pre-practice teaching lessons given by each student :- **12**

13. Practice Teaching at School:-

B.Ed.Program:-

a) Number of schools identified for practice teaching:-   **17**

b) Total number of practice teaching days:-   **30**

c) Minimum number of practice teaching lessons given by each student:-   **06**

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

B.Ed.

No. of Lessons In simulation:-**02**

No. of Lessons Pre-practice teaching:-**02**

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

Yes

16. Does the institution provide for continuous evaluation?

Yes

17. Weightage (in percentage) given to internal and external evaluation Programs Internal & External:-

Programs	Internal	External
B.Ed.	80	20

18. Examinations:-

Sr. No.	Programs	No. of sessional tests held for each paper	No. of assignments for each paper
1	B.Ed.	½	1 or 2

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

Computers	**Yes**
Intranet	**Yes**

Internet	**Yes**
Software / courseware (CDs)	**Yes**
Audio resources	**Yes**
Video resources	**Yes**
Teaching Aids and other related materials	**Yes**
Any other (specify and indicate) LCD,LAPTOPS,VIDEO	**Yes**

20. Are there courses with ICT enabled teaching-learning process?

YES   (2)

.

21. Does the institution offer computer science as a subject?

NO

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CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION

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

   3

2. **Does the Institution have ongoing research projects?**

   No

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

   Nil

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

Teachers are given study leave	**No**
Teachers are provided with seed money	**No**
Adjustment in teaching schedule	**Yes**
Providing secretarial support and other facilities	**No**
Any other specify and indicate	**No**

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

   No

6. Number of research degrees awarded during the last 5 years.

a. Ph.D. :-   ------

b. M. Phil. :-   ------

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

   No

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

Level of Publications	Yes	No	Number
International		No	0
National Journals- referred papers/ non referred papers	Yes		35 8
Academic articles in reputed magazines/News papers	Yes		8
Books	Yes		1
Any other (Specify and indicate) Chapter writing for books	Yes		1

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

   Yes (3)

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

	Faculty	**Students**
National seminars	35	0
International seminars	1	0
Any other academic forum	0	0

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

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching	✓
Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓

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

No

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

No

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

Yes

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus:-   1

16. Does the institution provide consultancy services?

No

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

Local level	✓
State level	---
National level	---
International level	---

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

1. Built-up Area (in sq. mtrs.):-   **4809.94 Sq.m.**

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

a) Methods lab	**Yes**
b) Psychology lab	**Yes**
c) Science Lab(s)	**Yes**
d) Education Technology lab	**Yes**
e) Computer lab	**Yes**
f) Workshop for preparing	**Yes**

3.How many Computer terminals are available with the institution?

> **50 computer terminals (2015-16)**

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

> **50,000/- (2015-16)**

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

> **15,000/- (2015-16)**

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

> **Nil**

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

> **26,000/- (2015-16)**

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

Yes

9. Total number of posts sanctioned:-

	B.Ed.			
	Open		Reserved	
	M	**F**	**M**	**F**
Teaching (16)	9	5	1	1
Non- Teaching (8)	1	0	5	2

10. Total number of posts vacant:-

	B.Ed.			
	Open		Reserved	
	M	**F**	**M**	**F**
Teaching (16)	5	5	1	1
Non- Teaching (8)	0	0	0	0

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

	B.Ed.			
	Open		Reserved	
	M	**F**	**M**	**F**
Principle	1	---	---	---
Asst. Professor	4	---	---	---

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

	B.Ed.			
	Open		Reserved	
	M	**F**	**M**	**F**
Principle	---	---	---	---
Asst. Professor	5	5	1	2

c. Number of teachers from   same state   :-16

Other states:-00

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12. Teacher student ratio (program-wise)

Program	Teacher-Student Ratio
B.Ed.	1:8

13.
a. Non-teaching staff:-

	B.Ed.			
	Open		Reserved	
	M	F	M	F
Permanent	1	----	5	2
Temporary	0	0	0	0

b. Technical Assistants:-

	B.Ed.			
	Open		Reserved	
	M	F	M	F
Permanent	---	----	1	---
Temporary	---	---	---	---

14. Ratio of Teaching – non-teaching staff:-

B.Ed.   1:2

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

70%

16. Is there an advisory committee for the library?

Yes

17. Working hours of the Library:-

On working days	**7:30 hours**
on holidays	**5 hours**
during examinations:-	**7:30 hours**

18. Does the library have an Open access facility?

      Yes

19. Total collection of the following in the library

a. Books	6622
• Textbooks	683
• Reference books	4474
b. Magazines	10
c. Journals subscribed	10
• Indian journals	10
• Foreign journals	---
d. Peer reviewed journals	---
e. Back volume of journals	471
f. E-information resources	
• Online journals / e- journals.	----
• Cds / DVDs	200
• Database	---
• Video Cassettes	---
• Audio Cassettes	---

20. Mention the

Total carpet area of the Library (in sq. mts.)	120.65
Seating capacity of the Reading room	20

21. Status of automation of Library:-

Yet to intimate	✓
Partially automated	---
Fully automated	---

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	---
Inter-library borrowing	✓
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	---

23. Are students allowed to retain books for examinations?

Yes

24. Furnish information on the following:-

Average number of books issued/returned per day	20
Maximum number of days books are permitted to be retained	
by students	7 days
by faculty	12 months
Maximum number of books permitted for issue	
for students	02
for faculty	12
Average number of users who visited/consulted per month	20
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	1:50

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

2.5%

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

	2013-14		2014-15		2015-16	
	Number	**Total cost**	**Number**	**Total cost**	**Number**	**Total cost**
Text Books	10	580	114	2020	---	---
Other books	15	3126	26	4145	21	2741
Journals/ periodicals	---	----	---	---	---	---
Reference books	7	415	107	15189	40	7085

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Program	2013-14	2014-15	2015-16
B.Ed.	00	01	12

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

Yes

If yes, how many students are under the care of a mentor/tutor?

10 Each

3. Does the institution offer Remedial instruction?   Yes

4. Does the institution offer Bridge courses?   No

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

	Under graduate (B.Ed.)		
	2013-14	2014-15	2015-16
Pass percentage	96	88	82
No. of first class	43	51	30
No. of Distinction	12	12	42
Exemplary performances (Gold medal and university rak)	3	---	---

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

	2013-14	2014-15	2015-16
NET	---	---	---
SET/ SLET	---	---	---
Any other	---	---	---
TET	2	1	---

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

Financial Aid	2013-14	2014-15	2015-16
Merit Scholarship	---	----	---
Merit-cum-means Scholarship	---	---	---
Fee concession	---	---	---
Loan facilities	---	---	---
Any other	---	---	---

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

   Yes

9. Does the institution provide Residential accommodation for?

Faculty	No
Non-teaching staff	No

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

   Yes

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If yes, number of students residing in hostels

Faculty	No
Non-teaching staff	NO

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

Sports field	Yes
Indoor Sport facilities	Yes
Gymnasium	No

12. Availability of rest rooms for Women

    Yes

13. Availability of rest rooms for men

    Yes

14. Is there transport facility available?

    Yes

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

    Yes

16. Give information on the Cultural Events (Last year data) in which the institutionparticipated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter collegiate	--	--	--	--	--	--
Inter University	--	--	--	--	--	--
National	--	--	--	--	--	--
Any other (Specify and Indicate)	--	--	--	--	--	--

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of Students (Number)	Outcome (Medal Achievers)
State	--	--
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes

If yes, give the year of establishment

| 2004-05 |

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

   Yes

20. Does the institution regularly publish a college magazine?

   No

21. Does the institution publish its updated prospectus annually?

   No

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

	2012-13	2013-14	2014-15
Higher Studies	37	33	12
Employment	20	18	22
Teaching	100	100	100
Non teaching	--	--	--

23. Is there a placement cell in the institution?

   Yes

If yes, how many students were employed through placement cell during the past three years?

2012-13	2013-14	2014-15
20	18	22

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

• Academic guidance and Counseling	✓
• Personal Counseling	✓
• Career Counseling	✓

CRITERION VI: GOVERNANCE AND LEADERSHIP

1. **Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?**

    Yes

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	3
Staff council	2
IQAC/or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes (mention only for three most important bodies)	Steering-3 College development-2 Mentor-2

3. **What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?**

Loan facility	✓
Medical assistance	✓
Insurance	✓
Other (specify and indicate)	✓

4. **Number of career development programs made available for non-teachingstaff during the last three years.**

2013-14	2014-15	2015-16
1	0	0

Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

Nil

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

	2013-14	2014-15	2015-16
National	--	--	--
International	--	--	--

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

2013-14	2014-15	2015-16
1	--	1

d. Number of Seminars/ workshops/symposia on curricular development, Teaching- learning, Assessment, etc. organised by the institution

2013-14	2014-15	2015-16
--	--	--

e. Research development programmes attended by the faculty

2013-14	2014-15	2015-16
--	--	2

f. Invited/endowment lectures at the institution

2013-14	2014-15	2015-16
--	3	4

Any other area (specify the programme and indicate)

2013-14	2014-15	2015-16
--	--	--

5. **How does the institution monitor the performance of the teaching and nonteaching staff?**

a. Self-appraisal	✓
b. Student assessment of faculty performance	✓
c. Expert assessment of faculty performance	✓
d. Combination of one or more of the above	✓
e. Any other (specify and indicate)	---

6. **. Are the faculty assigned additional administrative work?**

Yes

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

6-8 hours

7. **Provide the income received under various heads of the account by the institutionfor previous academic session.**

Grant-in-aid	--
Fees	--
Donation	--
Self-funded courses	22,79,000
Any other (specify and indicate)	2500

8. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget	46,64,316	32,00,000
% spent on the salary of faculty	25,87,666	28,02,963
% spent on the salary of non-teaching employees	8,58,792	8,90,304
% spent on books and journals	5156	15,000
% spent on developmental activities (expansion of building)	---	---
% spent on telephone, electricity and water	42171	40000
% spent on maintenance of building, sports facilities,	---	---
student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	37,750	28,000
% spent on research and scholarship (seminars, conferences, faculty development programs,	6772	7000

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faculty exchange, etc.)		
% spent on travel	19,820	17,000
Any other	11,06,189	
Total Expenditure incurred	46,64,316	32,00,000

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

Year	Surplus In Rs	Deficit in Rs.
2013-14	---	39626/-
2014-15	1,32,064	---
2015-16	---	9,00,000

11. Is there an internal financial audit mechanism?

    Yes

12. Is there an external financial audit mechanism?

    Yes

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

Administration	Yes
Finance	Yes
Student Records	Yes
Career Counselling	No
Aptitude Testing	No

Examinations/Evaluation/	Yes
Assessment	Yes
Any other (specify and indicate)	Yes

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

   Yes

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

   Yes

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

   Yes

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?
   Yes

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers	✓
b) for students	✓
c) for non - teaching staff	✓

19. Are there any ongoing legal disputes pertaining to the institution?

   No

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

   Yes

21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

   Yes

CRITERION VII: INNOVATIVE PRACTICES

1. **Does the institution has an established Internal Quality Assurance Mechanisms?**

    Yes

2. **Do students participate in the Quality Enhancement of the Institution?**

    Yes

3. **What is the percentage of the following student categories in the institution?**

B.Ed. 2015-16

Category	Men	%	Women	%
SC	6	6.48	9	9.72
ST	--	--	--	--
OBC	9	9.72	5	5.40
Physically challenged	--	--	--	--
General	13	14.04	33	33.64
SBC	--	--	3	3.24
Urban	--	--	--	--
NT	7	7.56	7	7.56

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

B.Ed. 2015-16

Category	Teaching staff	%	Nonteaching staff	%
SC	--	--	5	63
ST	--	--	--	--
OBC	3	19	1	12.5
Physically challenged	--	--	--	--
General	5	31	1	12.5
Women	6	37.5	2	25
NT	--	--	--	--

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

Category	At Admission (%)		On the completion of the course (%)	
	2014-15	2015-16	2014-15	2015-16
SC	16	16	10	14
ST	1	0	0	0
OBC	11	15	7	11
Physically challenged	--	--	--	--
General	57	49	36	40
Rural	80	70	56	70
Urban	20	30	14	30
DT/NT	7	15	6	12
SBC	8	3	4	3

Part II: The Evaluative Report

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

1. Executive Summary

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

2. Criterion- Wise Analysis:

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

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self-development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The Goals and objectives of the institution:-

1. To be an excellent teacher education institute.

2. To provide skillful, competent, committed, professional teachers to attain desired social change.

3. To inculcate the values in student –teachers so as to develop them as responsible citizens.

4. To promote capabilities for inculcating national values and goals a senshrined in the constitution of India.

5. To sensitize the teachers with global challenges for rural reconstruction and rural up liftment.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts and formalizing the decisions in statutory academic bodies).

The institution implements B.Ed. programmes. The entire curriculum is developed by the regulating bodies and assigned to the institution. The hierarchy of the regulating bodies is given below:
For B.Ed Shivaji University, Kolhapur is the regulating body.
As per the guidelines and norms given by the regulating bodies, the curriculum is implemented in the educational colleges. Our one faculty member who work on different academic bodies of the Shivaji University, Kolhapur . Our three faculty

member are involved in the process of curriculum development and reconstruction to bring out the necessary changes in the curriculum .These faculty members convey the feedback regarding the curriculum to the Shivaji University for the curricular modification of the B. Ed, course.

The institution implements the curriculum by providing specified optional courses and learning experiences through teaching, practice lessons, practicum and co – curricular activities. In this manner, the institution contributes directly and indirectly in the curricular development process.

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

Considering the global trends following theory courses are introduced

- Environmental Education

- Guidance and counseling

- Yoga Education

- Inclusive Education

- Value Education

- ICT Education

- Piece Education

The global trends reflected in following practicum

- community Oriented Programmes

- Internship Programme

- Workshops

- SUPW

- Career Guidance

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

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

- Introducing thrust areas by selecting the theme of National Seminars

- Sustainable development, Quality Enhancement in Higher Education etc.

- Organising Community Oriented Programmes.

- Organising Value Oriented Programmes.

- Activities in Internship Programmes.

- Organising Workshops in the institute.

- Arranging Guest Lectures

- Participating in the activities of GOs and NGOs

- Personality Development Programme

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

Yes.

- Preparing Year Plans

- Preparing Lesson Plans

- Developing Academic Calendar

- Planning of Internship Programme

- Planning the work of Lesson Department

- Down loading the syllabi of various universities

- Planning of curricular and co-curricular activities

- Preparation of various Multimedia Packages

- Downloading of various Multimedia Packages

1.2 Academic Flexibility

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

- Organization of National seminars and workshops

- Demonstration lessons

- Feedback on Teaching Practices

- Innovative teaching strategies

- Technology based teaching

- Guidance by Experienced Teacher

- Use of student centered teaching methods

- Use of constructivist strategies

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field? Adequate flexibility and scope provided:

- They undergo actual formal learning of the theory papers. Provision of seven methods is made.

- Selection of unit content in simulated teaching Simulation of classroom teaching through micro teaching and integrated lessons provide them the experience of teaching and learning with the help and with the collaboration of their peers.

- Selection of unit content to prepare A.V. aids enables them to get the actual learning experience.

- Selecting models in Models of Teaching (Two out of Six)

- SUPW (Four out of Eight) provides them the work experience.

- Selection of Optional Subjects (One out of Six) gives the students ample scope.

- Choices in psychology experiments (All 10 experiments)

- Choices in physical efficiency test (5 out of seven)

- Selection of content for ICT based teaching

- Theory related practical (One out of Five) makes the students understand the application of the theory.

- Various activities undertaken in social service camps develop sensitivity and awareness towards social issues

- Social commitment is developed in the teacher trainees by organizing blood donation camps

- The institute has a Well Equipped Library. It provides a wide range of books for course work and additional reading.

- The facility of the Book Bank Scheme is available for the teacher trainees.

- Book Shows in the beginning of the academic year

In field experiences

Through practice lessons, the teacher trainees are provided with;

- Formal Practice of teaching

- First Hand experiences about the pupil behavior, Student Psychology and school atmosphere

- Exposure of inclusive education

- Inputs in varied teaching strategies and methods of teaching from experienced teachers

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

- Block Teaching

- Value Education/Environment Education lessons

- Course related practical's are conducted in the schools.

- Technology Based Lessons

- Observation of Peers

- Conduct of Unit Test

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

1.2.2 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills, (verbal and written) ICT. Skills, life skills community orientation, social responsibility etc.

- Programmes to Improve Communication Skills: English Communication

- Programmes to develop ICT Skills: Microsoft Workshop, INTEL Training.

- Social Responsibility: Under the Social Service Scheme various

- programmes are arranged. Language study group, Science study group,

- Social Science Study Group, Mathematics Study Group, etc organized

- Various lectures and programmes.

- Life Skills and Soft Skills Development

- Marathi grammar workshop(Marathi)

- Hand Writing Workshop

- English speaking and personality development workshop

- Crash course

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

1) Interdisciplinary / Multidisciplinary

2) Multi skill development

3) Inclusive education.

4) Practice teaching

5) School experience/ Internship

6) Whole experience / SUPW

- **Multiskill Aspects**

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

- **Inclusive Education**
- In the admission procedure of B.Ed, there is a 2% reservation for disabled and challenged students. Every year we have about two hearing impaired and visually challenged or physically (orthopedically) handicapped students in B.Ed course.
- The institution provides special guidance for lessons.
- A writer is provided for the internal and external examinations.

- **Practice Teaching Aspects**

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

Lesson	Lesson No.
Micro Lessons	08
Integrated Lessons	01

Simulated Lessons	02
Total	11

11 lessons in all are conducted by each teacher trainee throughout the year. There are 8 special training lessons which provide actual school experiences to teacher trainees. In addition to these, the institution has conducted workshops on 'Lesson note writing' and preparation of teaching aids.

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

Internship / School Experience

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

Lesson	Lesson No
Based on Technology	00 in 4th semester
Models of technology	00 In 4th semester
Value / Environmental Teaching	00
Team Teaching	00
Practice Lesson	**06**
Total	**06**

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

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

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

SUPW / Work Experience:

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

Spoken English:

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

Special Guidance Scheme:

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

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

Cleaning of Religious and Public Places:

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

1.3.1 Feedback on Curriculum

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

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

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

Yes,

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

1.3.3 What are the contributions of the institution to curriculum development?

(Member of BOS/ sending timely suggestions, feedback, etc.)

Our senior faculty member Dr. Bhosale S.M. is the member of BOS, Shivaji University, Kolhapur.

Following staff members have participated in the drafting of syllabus:

Sr. No.	Name of the Faculty	Subject
1	Dr. Paranjape V.G.	Math's Method, Assessment & Evaluation, Inclusive Education
2	Dr. Bhosale S.M.	Hindi Method
3	Dr. Mujawar I.N.	EPC 3 – ICT
4	Shri. Solapure G.A.	Marathi Method

- Suggestions by the faculties are communicated to the BOS before the formation of the B.Ed. curriculum.

- Difficulties after the implementation of the curriculum, are also communicated to the BOS for consideration.

- Inclusion of new topics and subjects are suggested to the BOS. Also suggestions were given to change the Nature of Practical's.

- Suggestions about the Implementation of theory and practice were also given to the BOS

- The analysis of the formal and informal feedback of the stakeholders was taken and communicated to the BOS.

1.4 Curriculum Update

1.4.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).
Major changes in curriculum

- Semester Pattern is added

- Two Years syllabus introduced

- IT lessons in teaching practices is introduced as EPC.

- Addition of Yoga in physical and health education is made.

- Inclusion of Information Technology as independent section is given

- The current curriculum of B.Ed. have 30 / 15 marks of sessional work regarding course paper.

Contribution to quality improvement and student satisfaction

Followingpracticals play an important role in quality improvement and student satisfaction

- Application of IT in education

- Encouragement to creativity due to AV aids workshop

- Stress management

- Time Management

- Communication skills

- Panel Discussion

- Goal Fixing

- SWOT Analysis

- Brain Storming

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

- Considering the needs of society, Secondary schools, Teacher Education Institutions and the syllabus.

- Referring the NCTE and NCERT frameworks

- Curriculum feedback by student teacher.

- Feedback from stakeholders

- Analysis of the formal and informal feedback.

- Organization of workshop for implementation of the curriculum

- Discussions by the faculties for communication before and after the

- formation of the curriculum

- The Institution has organized **workshop under lead college scheme.**

1.5 Best Practices in curricular Aspects

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

- Faculty members contributed in syllabus framing.

- Informal discussions are held in staff meetings on curricular aspect.

- Feedback on Curriculum is taken in the structured format.

- School-College forum gives important suggestion regarding theCurriculum.

- Feedback on curriculum is collected by stakeholders.

- Written suggestions regarding curriculum is reported to the university.

- Orientation is given to the faculty about the revised curriculum

- Formation of various committees for smooth implementation of the Year's Plan, Co-curricular and extracurricular activities.

- Organization of effective Content Enrichment Programme.

- Special Guidance Scheme regarding curriculum

- Effective use of technology

- Deputation of the faculty to various National and International Seminars and workshops organized by other Universities and Institutions.

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

- Contribution of Faculty members in BOS and curriculum framing

- Development of Feedback form on curriculum and analysis of the same

- Suggestions from School-College forum on curriculum

- Fruitful execution of curriculum

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

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

Suggestions: -

No Suggestions by NAAC Peer Team with reference to Curricular Aspects

Observations: -

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

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

Please Refer 1.5.1 and 1.5.2

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1. ADMISSION PROCESS AND STUDENT PROFILE

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

B.Ed. Admission process:-

- B.Ed. admissions are made through Common Entrance Test conducted by the M.V.A.M.S. Association.
- Admission process is transparent.

The following steps well illustrates the entire centralized admission process of B.Ed. :

- ➢ START
- ➢ Advertisement in newspapers by the MVAMSA, PUNE
- ➢ Online application forms & submission of application forms to the MVAMSA,
- ➢ CET Examination
- ➢ Display of category-wise, subject-wise & medium-wise merit lists on website.
- ➢ Any objections
- ➢ No Yes
- ➢ Corrections of errors
- ➢ Display of Revised merit
- ➢ Filling option forms to specify the preferences for colleges
- ➢ Publication of merit list category-wise, subject-wise & medium-wise
- ➢ Confirmation of admissions by the admission Authority
- ➢ Reporting of candidates at the respective colleges
- ➢ Vacant seats if
- ➢ No Yes
- ➢ Announcement of next
- ➢ END

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

Following table shows category chart for admission of students;

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

The intake capacity for the B.Ed.programme in the institution as follows:

Sr. No.	Programme	Intake Capacity
1	B.Ed.	100 (two units) 50 each

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

Advertisement for the programmes:
B.Ed.

- B.Ed. admissions are also centralized (100%) and governed by State Government of Maharashtra through Directorate of Higher Education, Maharashtra State (B.Ed. Admission – CAP)

- In the month of March/April of every year the advertisement for B.Ed. admission is published by the above authority in local as well as state level newspapers.

- The Centralized Admission Process (CAP) is online and supported by Maharashtra Knowledge Corporation Ltd. (MKCL) on their website -

The advertisements generally provide the following information:

- Course and its duration

- N.C.T.E. recognition reference.

- Cost of admission form and processing fee.

- Admission process (Entrance Test, Interview)

- Affiliation of the University

- Dates of receiving and submitting admission form.

- Reservation norms

- Medium of instructions

- Contact Number, Address, Website etc.

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

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

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

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

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

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

Strategies for retention of diverse teacher trainee population

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

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

1. Economically backward group

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

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

2. Cultural and religious diversified group

The institution has adopted secular approach in all the practices. All the festivals of different cultures and religions are celebrated in the institution. Teacher trainees

sing a secular prayer daily. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution.

3. Gender diversified group

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

4. Linguistic diversified group

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

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

5. Physically challenged group

Every year physically challenged trainees are given preference in our institution due to the good experiences shared with them by their seniors. The peer group members also take care of such teacher trainees and help them in writing the lesson notes, practical submissions and to conduct the lessons. The physically handicapped teacher trainees are supported according to their needs by the faculty as well as the peer group members. The faculty provides separate counseling to the teacher trainees, who are disturbed or unable to cope-up with the environment of the institution. We also have a separate mechanism to take care of diverse teacher

trainees through Mentor scheme. There are special meetings of each Teacher trainee with the Mentor where all the problems are discussed and solved. The problems, which are not solved at the meetings, are forwarded by the in-charge professor forwards these to the Principal for solution.

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

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

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

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

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

Assessment of Teacher Trainee's Knowledge:

The teacher trainees are admitted through Central Admission Procedure (CAP) in which Common Entrance Test (CET) is conducted. This CET is based on teaching aptitude, intelligence and general knowledge of the candidate. In this way, there is a provision of assessing not only the knowledge and intelligence of the teacher trainees, but also their teaching aptitude before commencement of the course. At

the institutional level we also plan to assess the teacher trainee's content knowledge of the school subjects in near future.

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

1) Interviews

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

2) Skill Diagnostic Programme

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

2.2 Catering to Diverse Needs

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

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

a) **Introductory Speech of the Principal**

The Principal covered the following points:

- General information about ours Institution.
- Contribution of foundation member of the institution in building the emerging society.

- Historical Background & Prides of the College

- Expectations from the Newly enrolled Student Teachers

- Teachers Commitment with Society

- Motivation for becoming a good teacher

b) Introductory Lectures of the Faculty

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

c) Staff Meeting

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

Principal and the heads of the subjects advise the colleagues to solve their difficulties

d) Personality Development Programme

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

e) Students_ Council

Planning and execution of various activities

f) Feedback from Students

Institution taken orally feedback on spote lecture.

g) Library as Learning Resource Center

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

h) Psychology Lab

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

i) Science and Maths Lab

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

j) Educational Technology Laboratory

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

k) IT Lab

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

l) Workshop for Preparing Teaching Aids

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

m) Various Workshops

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

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

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

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators and they are encouraged to participate in the various activities such as Intel technology contest, Avishkar, Maliyat Magazine, essay competition, elocution competition and other intercollegiate competitions. They are also asked to give seminars in front of the peer group members in the content enrichment program. They are encouraged to participate at the local state level and national conferences, seminars and workshops. Some of these teacher trainees also present their papers in these conferences and seminars. They are given the responsibility of planning and execution of some programs and co-curricular activities in the institution as well as in the practicing schools during the internship program.

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

Economically and socially deprived teacher trainees: Most of the teacher trainees admitted in the institutions are economically and socially deprived. They have many difficulties to cope up with the urban environment. The faculty identifies such teacher trainees and provides guidance and counseling so that they cope with the situation, and learn efficiently to overcome their inferiority complex. A group of 12 to 15 teacher trainees are handed over to the each teacher educator at the commencement of the academic year. They become Mentor for these teacher trainees. The cell group in charge interacts with these teacher trainees throughout the year to find a solution to the problems faced by the trainees. In the institution, one faculty member has been appointed as Teacher Trainee Welfare Officer so that teacher trainees can easily approach him, interact freely and find a solution to his or her problem.

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

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

Most of the B. Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. The theory papers like Education in

New Times and Psychology of Development and Learning mainly focus on this area.

In the course, various basic concepts in relation to society, social interactions and social barriers are discussed while in the course Psychology of Development and Learning the units such as intelligence, individual differences, inclusive education, and classroom interaction are incorporated in the curriculum. These units lay the

foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practical's, practice teaching lessons, internship and social work activities are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process.

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

Practice teaching as well as internship program gives them an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom. While teaching, they find out the diversity in the classroom and try to create equity through the teaching learning process.

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

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

1. Selection of the faculty: The institution is well reputed. Therefore, highly qualified candidates apply for the post of lecturers. Among these knowledgeable candidates, the experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainee needs.

2. Training of the faculty under experienced teacher educators : These selected lecturers are trained under the able guidance of the well experienced teacher educators of this institution by discussion, sharing views, feedback of the teacher trainees and experiences of the teacher educators in the staff meetings formally and informally.

3. Participation in professional development program: Our faculty members participate in the professional development program like conferences, workshops, symposia at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues. Some of them also participate in these professional development programs as resource persons and disseminate the knowledge. Our faculty members also write conceptual, empirical and research articles.

4. Interactions with the teacher trainees: The institution has a separate mechanism known as Mentor Scheme, in which there are monthly interactions of the teacher trainees with their parent teacher occur. In these meetings, diverse teacher trainee needs are identified and accordingly the guidance and counseling is provided to the teacher trainee- teachers.

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

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

1. Providing knowledge through theoretical component: -Through the theory components of the curriculum, the knowledge regarding diversity and inclusion is provided to the teacher trainee-teacher in Course of the B.Ed. syllabus. They are useful for developing the knowledge. Experts are invited to deliver lectures for the same.

2. Providing knowledge through practical component: - The knowledge regarding diversity and inclusion is provided to the teacher trainees through practical assignments and visits related to the theory course and sessional work.

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

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

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

Actual use of knowledge and skills:

The knowledge gained and skills acquired by the teacher trainee- teachers are used in the classroom situations during practice teaching and internship. In this way, the teacher trainee- teachers get an opportunity to apply the required knowledge and skills. Beside this, teacher trainees observe the schools during the practice teaching and internship. They also observe the infrastructural facilities provided to the special children.

2.3 Teaching-Learning Process

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

The institution emphasizes interactive teaching-learning to a greater extent.

The topic to be taught is put at the center and students are encouraged to think about all dimensions of the topic providing certain clues. They collect and review the information provided and form generalizations, draw some inferences or sometimes interpret the concepts in their own words. The teacher educator analyses the unit, identifies areas of discussion, frames certain tasks, enlists topics for group discussions, makes arrangement for presentation of reports based on group activities, projected work serves the discussion in classroom.

Sr. No.	Learning resource activities	Students Role
1	Micro Teaching	Teach-Feedback- Replan – Reteach to adopt the mastery over the respective 5 teaching skills & one integrated lesson.
2	Models of Teaching	Student teaches two models from the five models.
3	Classroom Teaching	Preparation, teaching and feedback of 06 practice lesson
4	Observation of teaching	Observes 30 various subject lessons and Experienced school teachers teaching.
5	Field work based on community	To establish rapport with the community as per provision made in the curriculum
6	Creativity and Personality Development	The College arranges the lectures and activity oriented programmes on the physical, mental and intellectual development of student teachers.

		Student teachers participate , organize & execute various competitions', cultural programmes etc.
7	Tutorial	Preparation & Assessment of 12 tutorials & help the students to overcome their difficulties and for problem solving as well as to go deep into the subject.
8	Physical Education	There is a provision for physical education theory and practices in the college.
9	Internal Examination	First term , Midterm & Preliminary Examinations
10	Internship	21 days of teaching programme with various activities completed in focus group .Total focus group plays a role of teacher & other school stakeholders.
11	Library services	The College library provides encyclopedias, reference books, research surveys, hand books, university acts and statutes and Secondary school code etc. as per their requirements & they refer it.
12	Computers (Internet)	The students have been provided with the computer facility (with CD's and internet)

		throughout the year for their practical work & one I.T. based lesson
13	Science laboratory	The students do the experiment prior to their practice teaching.
14	Psychology laboratory	The student teacher participate as well as Conduct psychological experiments.
15	Simulation	Two lessons in peer group in college in classroom situation
16	Study room facility	Separate Reading Room is available. Classrooms are used as study-room after regular working whenever needed.
17	Action Research	Use of learner centered method.
18	Individual Projects	Projects such as Survey of Tribal School, Special School, Ideal School
19	Peer Evaluation	Student Teachers' lesson observation by Peers.

Even in the use of lecture method, students are involved. This method is mademore interactive by the inclusion of questions, students' participation, summarizing,

sectional recapitulations, frequent reviews, short discussions on the points, sub-points.

2.3.2 How 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The learner-centered methods practically used are –

- Group Discussion
- Role playing
- Project method
- Brain storming
- Simulation
- Seminar
- Field survey
- Symposium
- Communication
- Team-teaching
- Co-operative Learning

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

Sr. No.	Participatory Learning Activities	Contribution to Self-Management of Knowledge and Skill Development
1	Seminars	Referring listed Bibliography for collection of Information from syllabus and Internet
2	Assignments and Tutorials	Referring listed Bibliography for collection of Information from syllabus and Internet

3	Project Work	Self Learning and Collaborative Learning
4	Micro. Simulation and IT.Lessons	Peer Teaching and Peer Evaluation.
5	Exhibitions	Platform for Creativity
6	Preparation of Teaching Aids	Training to make various types of Teaching Aids in their respective teaching subjects. Organising an Exhibition of Teaching Aids prepared in the workshop
7	Co-Curricular. Curricular, Extra-Curricular and Student Welfare activities	Organisation of activities such as cultural programmes, debate Symposium, Panel Discussion, Seminars, Workshop, Excursions and Educational Tours, etc. Management of Multi-Purpose hall, Playground, Public address system, OHP, LCD Projector etc
8	SUPW	Platform for Creativity

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

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

A) Collaborative Learning

Collaborative learning is an approach, where knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Learning refers to methodologies and environments in which

learners engage in a common task where each individual depends on and is accountable to each other.

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

B) Co-operative Learning

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

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

C) Blended Learning

Blended learning gives learners and teachers a potential environment to learn and teach more effectively. Mixing of different learning environments and

Combination of technology-based materials and face-to-face sessions to present content Ex. m-learning, e-learning, u-learning etc.

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

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

Yes. The details for models of teaching as follows:

Models of Teaching

To make the learner familiar with these models, workshop is organized.

Student teachers are oriented in theory of the model along with the demonstration lesson.

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

The six models are –

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

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

Yes.

In Microteaching there are fourteen skills divided in five different groups.

Students have to select five weaker skills which are diagnosed in diagnostic session.

Five different groups comprises are as follows:

1. Set Induction / Closure

2. Teacher Response/Reinforcement/ Stimulus Variations / Demonstration

3. Explanation / Narration

4. Probing questions/ Fluency in questioning/Feedback Questioning /Open Questions

5. Black Board Writing / Use of A.V. Aids

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

Integration Lessons

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

Simulation Lessons

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

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

Process of Practice teaching in schools

Classroom teaching has three main phases:

1. Pre-teaching

2. during Teaching

3. Post- teaching/Feedback mechanism

1. **Pre – Teaching:-**

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

2. during teaching

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

Student Teacher's teaching

- Introduces the unit

- presents the content with the help of experiences using different types of

- V. aids, techniques and approaches and makes efforts students

- Understand the content.

- uses comprehensive questions of all types covering cognitive, affective

- and psychomotor domains

- Evaluation.

- gives assignments to pupils

Lesson Observation

- Teacher Educator observes the lesson

- Peer Group observes the lesson

- Observations are noted in the form of strengths and weaknesses.

3. Post Teaching / Feedback Mechanism

Feedback by Peer Group

- Sharing of their experiences

- More attention to their peer's remarks.

- Suggestions are based on the presentation, classroom behavior, impact and overall management.

Feedback by Teacher Educator

- Discusses on the strengths & weaknesses

- Appreciation of good performances

- Counseling on weaker points

- Lessons those are not up to the mark are cancelled.

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

Allotment of Lessons

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

Lessons observations by the Teacher Educators

- All Lessons are observed.

Peers/School Teachers

- Peers observe the lessons (Minimum 30 lessons)

- School teachers observe the lessons in internship programme.

Monitoring Mechanisms of Lesson Plans

- Lesson department allots practice lessons to student teachers.

- As per the allotted lessons student teacher visits the school and meets the subject teacher.

- The subject teacher gives the content/subunit for teaching the lesson and student teacher discusses about methodology, teaching aids, learning experiences, evaluation, support material etc. with the subject teacher.

- The student teacher prepares the rough lesson plan as per the discussion with school teacher and the faculty.

- Observer checks the rough lesson plan in presence of the student teacher and gives the necessary suggestions.

- After that student teacher prepares the final lesson plan.

Examination of Practice Teaching

- Each student teacher takes one annual lesson of each method (Total two)

- The annual lessons are examined by Internal and External (experienced school teachers) examiners.

- Marks are communicated to University.

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

Internship Programme

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

Objectives

To enable the student teacher to

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

Structure of the Internship Programme

a) Selection of Schools

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

b) Duration

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

c) Work Strategies before Internship Programme

- Discussion about the Planning of IP with the Principal, faculty and School
- Instruction to students about IP
- Allotment of the students in groups

- Planning of the schedule

- Preparation of Time table

- Communicating the plan to the Headmasters

- Assigning the roles of school authorities

d) Work to be done during Internship Programme

1. The meeting of group with Head master, Supervisor, Teachers and Group teacher

2. Organizing morning assembly

3. Preparing lesson plan and have guidance

4. Getting guidance and feedback from experienced teachers

5. Practice (Block) teaching of 3+3 Lessons and Lesson observation of peer group.

6. Observation of four lessons of experienced teacher of our school subjects.

7. Participation in value education, work experience and social services.

8. Assessment of tutorial/ Home assignments

9. Guidance and Counseling to Small Groups

10. Maintaining attendance register

11. Firsthand experience of record keeping and maintenance of stock registers.

12. Visit to the Library, Laboratory and Computer Lab of the school and observation of the registers.

13. Organization of Inter class competition, cultural programmes, sports etc.

14. Students profile (Portfolio)

e) Report Writing

Report consists following items:

- Morning assembly

- Organisation co-curricular activities

- Organisation sports/games

- Observation of records/library/classrooms and Laboratory

- Preparation of time table

- Responsibility and live experience in the school

- Short lesson Plans

- Programme Sheet of active participation in SUPW/MCC

- Submission of the report after completing the programme.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes.

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

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

- Co-operation of the subject teacher to plan and implement the practice teaching programme with respect to the time table, the unit content

- Changes in the teacher education programme, teaching methodology, nature of practice teaching, techniques of evaluation, and innovations in education

- Expectations of schools by the college

School teacher's role in practice teaching programme

- To allot the unit content to student teachers

- To guide the student teacher regarding methodology, teaching aids, learning experiences, evaluation, support material etc

- To observe the lesson and give feedback

Mentor Teacher's role in practice teaching programme

- To allot the lesson to the student teacher

- To provide lesson guidance

- To observe the lesson and give feedback

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

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

- Use proper methods

- Use ICT in school activities

- Make suitable arrangement of class

- Demo lessons by the experts

- Conduct action research

- Guide the small groups

- Arrange co-curricular activities

- Develop life skills

- Inculcate study habits

- Be sensitive to know others

- Work together as well as independently

- Inculcate collaborative and cooperative work culture

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

- Organisation of workshop on preparation of projected and non-projected A.V. aids

- Demonstrations of experienced school teachers on A. V. aids

- Guidance for use of A. V. aids in practice teaching

- Organisation of workshop on ICT

- Demonstration of ICT lessons by the faculty

- Encouragement to use computer and internet

- Organisation of exhibition of A. V. aids and ICT used in practices

2.4 Teacher Quality

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

Yes.

For more please refer 2.3.8

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

The ratio of student teachers to practice teaching schools is -

100: 20 (5:1 approximately)

Primary and secondary schools are selected for practice teaching purposely.

These schools are selected on following basis:

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

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

The Feedback Mechanism for:

Teaching Practices

Students get feedback to improve teaching in –

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

Academic Performance

Students get feedback to improve academic performance in-

- Tutorial, Mid-Term Examination, Preliminary Examination, Psychological Experiments, Oral Examination and Practicum

- Students get feedback to improve academic performance by –

- Mentors, Subject Teachers, School Teachers and Headmasters

- Students get feedback to improve academic performance in the form of- Guidance and Counseling, Informal Discussions, Encouragement

Co-curricular activities

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

- Organising Functions, Tour and Picnic, Surveys, Morning Assembly, Organising Sports and Games, Competitions, Social Services, Work Experiences etc.

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

- Mentors, School Teachers and Headmasters

- Students get feedback to improve performance in Co-curricular activities in the form of –

- Observations, Informal Discussions, Encouragement Students get immediate feedback after completion of each activity from concerned people which help them to improve their performance. This performance reflects in university examinations, priority in placements, their achievements and their relation to the institute etc. Our ex-student teachers are called commitment oriented teachers by the employers.

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

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

- Adopting new methods and techniques

- Observations of Lessons

- Adoption of ICT

- Writing articles and papers

- Presentation of papers in Seminars and conferences

- Publication

- Display of posters, wall papers

- Action researches

- Social services

- Activities of GOs and NGOs

- Debating

- School activities

- College activities

- Technological Up gradation

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

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

- Lectures of the teachers and eminent persons

- Involvement in workshops and Seminars

- Conducting action researches

- Writing articles and papers

- Presentation of papers in Seminars and conferences

- Publication of papers

- Display of wall papers and posters

- Participation in debates

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

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

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

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

The following initiatives are undertaken in the institution for Faculty

Development by encouraging to:

- Participate in Seminars, workshops and Conferences
- Publish papers, articles and books
- Represent in University Bodies.
- Design the Curriculum
- Spare teachers for guest lecturing.
- Use of the Internet
- Participate in Orientation and refresher courses

- Arrange guidance from Sanstha Authorities and Retired Persons to develop work culture and professional efficiency

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

Yes.

Motivation Mechanism

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

2.5 Evaluation Process and Reforms

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

Feed -Back Programmes

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

Suggestion Box

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

Mentor Scheme

Informal discussions are held regarding barriers related to students learning.

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

1. Improvement in teaching-learning strategies

2. Improvement in learning facilities

3. Improvement in Library services like book bank, Addition of reference books, etc.

4. Provision of personal guidance to address student's problems.

5. Availability of the study room

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

Modes of Assessment

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

A) Internal Assessment

- Observation of teaching performance using schedules with rating scales, both in simulated and real classroom contexts, for assessing performance skills and competencies.

- Observation of the student teachers in various contexts of teacher education such as participation in seminars, cultural activities, community services, SUPW etc.

- Records/Reports are maintained by the student teachers of school based experiences , project work related to theory papers, community services , yoga & health education, SUPW, various workshops etc.

- Seminar presentations for assessing ability to review, record, reorganize and present their work.

- Tutorial assessment

- Internship Programme

- Models of Teaching

B) First Term Evaluation

Internal examination conducted by the institute

C) Second Term Evaluation

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

D) External Evaluation

The external examiners (experienced teacher educators) evaluate practicum & viva-voce as per the guidelines of Shivaji University, Kolhapur.

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

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

1. Feed-Back Programmes

(For details pl. refer 2.5.1)

2. Analysis of the Result

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

3. The standard of practical work

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

4. School Teacher's Reactions

Teachers from different schools help teacher educators in observation of student teachers lessons. They can well judge the student's performance in teaching.

Discussions with these teachers make us clear to what extent the student teacher has achieved the teaching skills and effective ways of communication. These discussions clarify the areas in which more progress is needed.

5. Practice Lesson Examination

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

6. Comprehensive Viva-voce

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

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

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

In micro-teaching cell-phone camera is used for recording the student's lesson.

Later the recorded clips are analyzed and suggestions are given to students to enrich that micro skill.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

a) Teaching-Learning

- Use of ICT
- Learner-Centered Methods

b) Evaluation

- Visual Feedback
- Peer evaluation
- Additional written examinations
- Subject knowledge Test

- Skill Diagnostic Programme

- Small Group Guidance

- Motivation Mechanism

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

- Use of ICT

- Collaborative Learning

- Co-operative Learning

- Use of instructional technology i.e. multi-media, including LCD

- Humble attempt to provide visual-feedback on micro teaching skills

- I.T. Based lessons in peer group and also in school situation in internship programme.

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and

Evaluation and how have they been acted upon?

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

The practice Teaching lessons need to be increased and improved by providing concrete feedback to the students.

 The practice Teaching lessons are increased and improved by providing concrete feedback to the students through the use of observation by check list and all related positive and remedial points.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

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

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

1. Teaching learning process

2. Teacher Education

3. Human Rights

4. New trends in Education

5. Interdisciplinary Research

6. Educational Administration and Planning

7. Educational psychology

8. Literature

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

Yes.

- The faculty and student teachers became aware of educational problems, methods of solving the problems.

- It is beneficial to various schools in rural and urban areas.

- The research attitude is developed among student teachers.

- The healthy relationship is formed between faculty and student teachers.

- Academic and administrative process is enhanced.

- There is improvement of content knowledge of various subjects, diagnostic testing and remedial teaching among the students.

- Near about 300 action researches are completed in last five years by the student teachers and the faculty.

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

Sr. No.	Title	2011-12	2012-13	2013-14	2014-15	2015-16
Attended						
1	Conference	--	--	4	--	2
2	Seminar	16	14	15	12	--
3	Workshop	--	--	5	6	7
Organised by Institution						
1	Conference	--	--	--	--	--
2	Seminar	--	--	--	--	--
3	Workshop	--	--	1	--	1
	Total	16	14	25	18	10

3.2 Research and Publication Output

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

Sr. No.	Subject Area	Material Develop and Used
1	Models of Teaching	Theory and classroom teaching with idle demonstration lesson
2	School Subject	PPTs, Audio visual aids, transparencies, Models
3	I.T.	PPTs, Multimedia packages and CD-ROM
4	Evaluation workshop	Multicolored transparencies
5	C.C.M.	Idle self-made book of maths and transparencies

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

Reference Section

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

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

Yes.

The Students and Teachers have prepared-

- PPTs in school subjects

- Transferences
- Multimedia package.

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

a) Organised by the institution

b) Attended by the staff

c) Training provided to the staff

The details are as follows:-

a. Organised by the institution

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

b. **Attended by the staff-**

All the faculty members actively involved in different workshops, orientation programmes, refresher courses organized by Aurangabad, Kolhapur, Pune & Goa University etc. and various institutions.

c. Training provided to the staff-

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

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

- Shikshan Sankraman
- Indian Stream Research Journal
- Bharatiya Shikshan
- Shikshan Samiksha

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

1. Dr. Bhosale S.M. --- State level idle teachers Award.

2. Dr. Mujawar I.N. --- Adhar Vishesh Puraskar.

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

Nil

3.3 Consultancy

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

Yes

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

Sr. No.	Consultancy	Beneficiaries
1	Guidance and counseling	Student-Teacher's
2	Re-source person	School teachers, teacher educators, student teachers
3	Guest Lecture	Student teachers and teacher educators
4	Working with NGO's	Teacher educators and student teachers
5	Faculty member	TET
6	Workshops	Teacher educators and student teachers

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

Yes.

Faculty/staff members of the institute competent to undertake consultancy

List of the areas of competency of staff member:

Sr. No.	Name of faculty member	Area of competency
1	Dr. Paranjape V.G.	Mathematics, assessment and evaluation
2	Dr. Bhosale S.M.	Hindi, Educational Psychology
3	Shri Pujari A.V.	History, Philosophy
4	Shri. Solapure G.A.	Marathi, Psychology
5	Dr. Mujawar I.N.	Science and I.T.
6	Smt. Paranjape S.V.	English and Philosophy
7	Smt.Wadilkar S.D.	Geography and School management

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

- Responding to the school requirements
- Participating in activities of GOs and NGOs
- Publishing in Magazines, News Papers
- Website Publication
- Display Board
- Mouth publicity

3.3.3. How much revenue has been generated through consultancy in the lastfive years? How is the revenue generated, shared among the concerned staff member and the institution?

- Sometimes, if the remuneration is given, it is donated to the respective schools and colleges.

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

- As above

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

Local community is benefited from the institution by following ways:

- Environmental awareness

- Personality Development

- Educational Research

- Awareness about health and hygiene

- Use of library and physical facility

- Educational guidance and counseling

- Eradication of Superstitions

- Acquaintance with disaster management

- Awareness about Cleanliness through Oath of Cleanliness and Gram Swachhata Abhiyan

- Awareness about the role of teacher and accountability

- Development of scientific attitude and rational thinking

- Directions to find solutions on personal and institutional academic problems

- Awareness about cultural and national heritage, social issues &human rights.

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

- Experts from the community give their expertise to the Institute

- Financial help is given from the society to the Institute.

- Inculcation of social awareness through different lectures.

- Workshops and lectures are delivered for Personality development ofstudent teachers

- Awareness about present need of the schools

- Awareness of inclusive education among students

- Feedback to institution for quality improvement

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

- Continuation of existing programmes.

- Organisation of placement camps for student.

- Organisation of workshops and seminars.

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

- Social awareness

- Road shows and Rallies

- Guidance and counseling

- Visit to institutions and working places

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

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

- Mentor scheme

- Activities of NGOs

- Street plays and Rallies

- Guidance and counseling

- Organisation of cultural activities

- Activities in Internship programme

- Visit to institutions and working places
- Theory paper instructions
- Social service activities

3.5. COLLABORATIONS

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

Linkages with National Government and Non-Government Organizations:

- NCTE
- UGC
- MSSTEA
- MVAMSA

The benefits resulted out of such linkages:

- Guidance
- Faculty Development
- Research and extension activities
- Awareness about aids, society, culture, environment, global issues, superstition etc.

3.5.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resultedout of such linkages.

No

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

- Curriculum Development
- Teaching

- Training

- Practice Teaching

- Research

- Consultancy

- Publication

- Student Placement

The above linkage has major contribution:

1. Curriculum & Training

- Attending workshops on revised B.Ed. syllabus.

2. Research

- Faculty Development

- Enrichment of library

3. Teaching

- Use of ICT

- Student centered innovative Practices

4. Practice Teaching

- Student centered innovative Practices

- Internship programme

5. Consultancy

- Guidance and counseling

- Opportunity to faculty for consultancy

6. Student Placement

- Guidance and counseling

- Job opportunities

7. Publication

- Publishing literature

- Publishing the books

8. Training

- Faculty development

- Use of ICT

- Guidance and counseling

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

The institution is closely linked with the school sector through:

- Sah- vicharsabha

- Practice teaching

- Internship programme

- Action researches

- Alumni Association

- Subject teacher associations

- Guest lectures

- Zilla Parishad (District Education Office)

- Parent Institution

- School-college forum

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

- Annual planning of practice teaching is framed in **'school-college forum'**

- Faculties plan and implement the practice teaching programme with theCo-operation of teachers and other school personnel

- The faculties and the school teachers give the content to student teachers and guide the student teacher on methodology, teaching aids, learning experiences, evaluation, support material etc

- The faculties and the school teachers observe the lesson and give feedback

- The faculties and the school teachers evaluate the annual practice teaching examination.

- The faculty delivers the lectures for schoolteachers on innovative teaching methods in internship programme.

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

Collaboration with school faculty through-

- Guests Lectures

- Evaluation

- Lesson Guidance

- Practice Teaching

- Guidance and Counseling

Collaboration with other college faculty –

- Guest Lectures

- Evaluation

- Activities of Lead College

- NAAC Consultancy

- Guidance and Counseling

- Research and Extension

Collaboration with University Faculty:-

- Expertise

- Curriculum Development

- Evaluation
- Guidance and Counseling
- Research

3.6. BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

- Increasing Research Scholars by motivating the staff.
- Increasing Number of Publications
- Awards for publications
- Enhanced participation in Faculty Development Programme
- Use of ICT
- School College Forum
- Guidance to M.Ed. Students of Y. C. M. O. U., Nasik. And Shivaji University.

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

Research

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

Consultancy: -

- Guidance and Counseling Cell

- Activities of Psychological Resources Center

- Publication of educational and social articles

Extension:-

- Organisation of State Level Seminar and workshop

- Participation in Activities of Extension Services Center

- Activities in Internship Programme

- Participation in Activities of GOs and NGOs

- Participation in Activities of Parent Institution

- Participation in Activities of University.

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

1) **What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?**
- College have encouraged to all teacher to write & publish articles &papers.

- College had given to all teacher's TA, DA Bill and registration charges per year for conference/workshop /seminar registration fees or T.A.

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

- Use of ICT
- Publications
- Library Facility
- School College Forum
- Awards for publications
- Fulfill the teaching staff
- Organisation of Seminar and workshop
- Participation in Faculty Development Programme
- Up gradation of Psychology, Science, Computer Labs

IchalkaranjishikshanshastraMahavidyalay, Ichalkaranji

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Does the institution have the physical infrastructure as per NCTE norms?

If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes.

The institute has 4 acres (15779.61 sq. mtr.) owned land.

1. The total built up area of the institute is **4809.94**Sq. mtr.

2. Facilities:-

- Four classrooms
- Library cum reading room
- ICT Lab
- Psychology Lab
- Principal's office
- Staff Room
- Administrative Office
- Girl's common room
- Parking space
- Store rooms
- Multipurpose Hall
- Open Space
- Science Lab
- Separate toilet facility for Boys and girls

3. Game facilities

4. Safe Guards against fire

5. Barrier free campus

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

1. Before NAAC Accreditation: -Rs.- ---------

2. After NAAC Accreditation: -Rs.-/-

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

- The intake of B. Ed. regular course is 100 students (Two Units 50 each unit)
- To augment this academic growth the institute uses its infrastructure at optimum extent.
- The institute has two lecture halls and 3 method Rooms,2 multipurpose hall &Meeting Hall etc.
- All the rooms of the main building (excluding principal's cabin and

Office), psychology and science Lab are used for different programmes in practical works i.e. micro teaching, simulation, models of teaching, evaluation workshop and personality development programmes etc.

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

- Lecture Halls
- Multipurpose Hall
- Play Ground
- Open Space in the Campus

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

Infrastructural facilities are provided –

To S.T. Departments Annual meetings.

To the activities of GOs and NGOs-

- Public Elections

- University and Govt. examinations

- Activities of the Parent institute

- Subject Teacher's Associations

- Alumni

- Activities of NGOs

Library facility

Library facility is made available for –

- Research Scholars

- Other readers

- M. Ed. Students of other institutions

- Parent Institute

- Staff of the Teacher Education Institutes

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

Rest room and Washroom for men and women,

- Independent Common Rooms are available for ladies and gents students.

- Health services are provided in collaboration with the Private Hospital.

- Physical checkup and Hemoglobin, blood groups, ECG checkup camps are organized.

4.1.6. Is there any hostel facility for students? if yes give details on capacity , no. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes

Capacity :- 10 rooms (4 beds per room)

No. of Rooms :- 10

Facilities:- Indoor games, Health checkup and Pure water.

4.2 Maintenance of Infrastructure

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

Sr. No.	Type	Year 2011-2015 B.Ed.	Spent
1	Psychology Lab	5000	--
2	Computer maintenance	1,50,000	1,73,415
3	Laboratory Equipment	--	--
4	E.T. Lab	5000	--
5	Educational Aids	2000	--
6	Machinery	--	--
7	Sport Equipment	--	--
8	Furniture	1,20,000	1,01,135

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

Sr. No.	Infrastructure or Room	Purpose of Use
1	Sanstha office	Meeting
2	Principal room	Office work and administration , Planning's and meetings
3	Office	Clerical Work
4	Sport Room / Gymkhana	Sport material and gymnasium
5	Lecture Hall	General Lecture
6	Strong room	University Exam work
7	Store Room	Store material
8	Staff room	Guidance Room
9	Method Room	Method wise Lectures
10	Ladies Room	Rest room
11	Ladies toilet	Ladies use
12	Gents toilet	Gents use
13	I.T. Lab	I.T. practical
14	E.T. Lab	E.T. Practical
15	Psychology Lab	Psychology Practical
16	Science Lab	Science Practical
17	Art & craft Room	Exhibition
18	Gents Room	Gents Use
19	Multipurpose Hall's	Lecture, Exams, Cultural Activities and Guest Lectures

20	Music Room	Musical Instrument and Practical
21	Guidance Room	Guidance and Practice teaching
22	Study Room	Study in off time

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

The following Activities are initiated considering the environmental issues:-

- Conservation and Trees Plantation in the campus.

- Beautification of the campus.

- Maintenance of indoor & outdoor cleanliness.

4.3 Library as a Learning Resource

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

Yes

4.3.2. What are the library resources available to the staff and students?

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

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

The Library has –

Books:	6622
Magazines e-journals:	10
A-V aids:	322
Atlas, Maps :	58
Flannel boards :	3

- There is considerable collection of A. V. Aids, CDs, VCDs, and Auto Learning CDs.

- Internet connections are available in the library.

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

Yes.

Composition of Library Committee:-

It is formed according to the Maharashtra Universities Act, 1994

1. President

2. Subject Expert

3. Subject Expert

4. Member

5. Member

6. Secretary (Librarian)

Functions of Library Committee

1. To decide and adopt policies to govern the library.

2. To prepare rules and regulations of the library.

3. To approve the annual report of the library.

4. To utilize the funds properly.

5. To redress the grievances if any.

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

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

No.

4.3.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes

 Internet facility is available for all student through secured wifi .

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

NO

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

Working days of the library - 6 days per week

Working hours of the library

a)On working days -7.30 Hours per day (10.30) am to 6.00 pm)

b) During vacations -7 Hours per day (10.30am to .5.30 pm)

c) During examinations -9 Hours per day (9.00 am to 6.00 pm)

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

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

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

Yes.

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

YEARWISE USERS OF BOOK BANK

Year	No. of users	Books Provided	Amount
2007-08	100	1000	10,570
2008-09	55	550	6,395
2009-10	56	560	7,530
2010-11	76	760	9,352
2011-12	92	920	10,126
2012-13	84	840	9,805
2013-14	75	750	9,005
2014-15	72	720	8,056
2015-16	61	610	7,500

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

1. Additional time span in exam

2. Preference for issuing books.

4.4 ICT as Learning Resource

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

Sr. No.	Place	No. of Machine	Processor	Ram	Hard disk
1	Computer Lab	10	Intel dual core 2	2 GB	500 GB
2	Principles Cabin	1	Intel dual core 2	4 GB	500 GB
3	Library	1	Intel dual core 2	2 GB	500 GB

4	Office	2	Intel dual core 2	3 GB	500 GB
5	Printer	2	HP LaserJet	--	--
6	Staff Room	1	Intel dual core 2	2 GB	500 GB

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

Similarly we have a **broadband** connectivity and six **internet** connections.

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

- LCD projector
- Laptop
- T. V.
- OHP
- Slide projectors

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

Following activities prove the optimum use -

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

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

Yes.

Provision in university B. Ed. curriculum –

- Theory related practical work for ICT

- ICT based practice lessons.

Major skills included—

- Operating Microsoft Office

- Internet Accessing

- Designing Lesson Plan

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

- Collection of latest information useful for teaching through online and offline sources

- Guidance to students to visit different educational websites for references

- Preparation and presentation of PPT.

- Communication through e-mail.

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

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

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

4.5 Other Facilities

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program),to other institutions and to the community.

Instructional Infrastructural facilities are provided in the form of –

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

Instructional Infrastructural facilities are provided –

To ST department Ichalkaranji Shahapur Agar for Annual meetings.

To the activities of GOs and NGOs-

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

4.5.2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the

institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

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

Visual Aids

A) Non Projected B) Projected

Map Outlines VCDs

Maps LCD projector

Models Slide projector

Graphs OHP

Charts CDs

Audio Aids

- Tape Recorder
- Radios

Others

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

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

A) General Laboratories

- Psychology laboratory
- ICT Laboratory

- Educational Technology Laboratory

B) Method Laboratory

- Science Laboratory
- Sufficient provision is made in the annual budget for each laboratory for enhancement.

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

- Multipurpose halls which are used for cultural activities and guest lectures. Whenever required the other Lecture Halls are used for workshops and allied purposes. (For details Pl. See 4.2.2)
- Physical Education room of the institute provides indoor and outdoor sports facilities.

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plansto modernize the classrooms.

Yes.

- The classrooms are equipped with Computer, LCD projector andOHP.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

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

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

Visits to websites and downloading the information and images.

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

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

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

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

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

The suggestions given by peer NAAC team are as follows:

The college should have its own computer laboratory and all student teacher should be trained in using the computer and the available software.

- **INTERNET facility for the students should be extended**

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

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

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

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

- **The College should purchase Educational Video Cassettes.**

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

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

- Purified drinking water

- Modification of Principals cabin

- Beautification of Campus

- Independent reading rooms for students and staff members.

- Renewal of main building

- Modification of class rooms (PA system)

- Up gradation of laboratories -Science and Psychology

- Computer laboratory,

- Internet connections

Criterion V: Student Support and Progression

5.1 Student Progression

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

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

- Interviews
- Content knowledge Test

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

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

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

The Institution ensures through following activities:-
- Student Council
- Suggestion Box
- Student's Diary
- Observation Book
- Feedback
- Interview

- Observation

- Evaluation
- Staff Meeting

- Grievance Cell

- Guardian Teacher Scheme

- School College Forum

- Alumni

- Prizes

- Personality Development Programme

5.1.3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The drop-out rate after admission in the last five years is negligible.

5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The institute provides following additional services to students.-

- Placement cell.

- Library Learning Resources

- Free Internet access

- Guest lecturers of Eminent Personalities, and subject experts.

- Display of various Advertisements on notice boards.(Career corner)

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

Name of Exam	2014-15	2015-16
TET	3	2

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?

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher Studies	37	33	12
Employment	30	23	22

5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes.

Institute provides access to following resources:

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

5.1.7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes.

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

2013-14	2014-15
20	25

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

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

5.1.9 Does the institution have arrangements with practice teaching schools forplacement of the student teachers?

Yes.

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

Institute provides following resources to the placement cell:

A) Infrastructural Resources

- This includes rooms, bulletin and display boards

B) Financial Resources

- T.A. and honorarium to the Guest / visiting lecturers.
- All the services are free of cost to the teacher trainees and the schoolsi.e. Facility of Xerox, fax, magazines, newspaper cuttings.

C) Human Resources

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

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

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

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

D) ICT - Resources

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

- Computer lab and internet access.

5.2 Student Support

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

Planning

- Academic Calendar is prepared
- Year Plan, Unit Plan and Lecture synopsis are prepared.
- Year Plan of co-curricular &extracurricular activities are outlined and planned timely.

Evaluation

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

By Through

Student: Structured Format, Suggestion box

Alumni: Discussions in the meeting.

Academic Peer: Discussion

School College Forum: Suggestions and letters

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

Revision

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

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

Nil

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

Yes.

- Mentoring is organized through the Guardian Teacher Scheme, Guidance and Counseling cell.

- Besides a regular counseling Women Redressal cell, Grievance cell, B.C. cell are functioning for further guidance

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

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

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

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

Yes the institution has a Website. www.ismibed.org

The information posted on the site is as Follows:

- About us - Introduction

Objectives

Goals and Mission

- Academic - Admission Procedure

Courses Offer

Enrollment and Examination

Results

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

- Other Research

Achieved Honors

Ex-students

Rankers

- Contact us

- Home

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

Yes.

Low achievement in teaching skills

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

Low achievement in theory course

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

Following program organized through institutions:

- Supervised study

- Extra exam

- Peer Tutoring

- Additional guidance regarding practical work

- Individual guidance for learning.

5.2.7 What specific teaching strategies are adopted for teaching?

a) Advanced learners and (b) Slow Learners

A) Teaching strategies for Advance learners

- Use of different methods and techniques.

- Encouragement for Self learning.

- Special guidance for exams.

- Recommendation for additional reading.

B) Teaching strategies for slow learners.

- Provision of remedial support in difficult areas of learning.

- Peer coaching.

- Special guidance and counseling is given to teacher trainees.

- Opportunity is given to teacher trainees to improve their performance in the form of more practice in written assignment.

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

- Guidance and Counseling cell.

- Placement Cell.

- Grievance Cell.

- Women Redressal Cell

- B. C. Cell.

- Alumni association

- Mentor scheme

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

- The Redressal Cell is established as per the University Norms

- Students inform their grievances to the cell through orally, written,

- Suggestion Box and Students Council

- The committee solves the problem through discussion.

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

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

Monitored through:-

- Tutorial system.

- First, Second Midterm and preliminary Examinations.

- Assessment of practical for each theory course.

- Observation, evaluation and gradation of practicum.

- External Evaluation of practicum and practice lessons,

Advised through:-

- Feedback Mechanism.

- Guardian teacher scheme.

- Guidance and Counseling Cell

5.2.11 How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The Institution ensures the pre- practice preparation through:

- Micro-teaching programme

- Audio visual aids workshop

- Evaluation workshop

- Lesson plan preparation workshop

- Simulated teaching

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

- Teacher Educator's Feedback

- Peer Feedback

- Discussions with School Teachers

- Feedback in Internship Programme

5.3 Student Activities

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

I. List the current office bearers

II. Give the year of the last election

III. List Alumni Association activities of last two years.

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

V. Give details on the contribution of alumni to the growth and development of the institution.

I. Current Office Bearers

Sr. No.	Name	Designation
1	Shri. Suravase R.S.	President
2	Smt. Choudhari S.S.	Vice-President
3	Shri. Maskar U.S.	Secretary
4	Shri. Pujari A.V.	Treasurer
5	Smt. Bhosale S.S.	Member
6	Shri. Solage S.V.	Member
7	Smt. Kothale	Member
8	Smt. DhukateNitin	Member

ii) **No election was held.**

iii) List of Alumni Association activities of last years

- Lecture on Yoga for student teachers

- Felicitation of prominent Ex-students

- Organisation of annual meeting

- Enhancing the membership

IchalkaranjishikshanshastraMahavidyalay, Ichalkaranji

- Organization of teaching aid workshop.

- Training progamme of Rangoli.

- Placement campus by SBI.

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

Sr. No.	Name of Ex- students	Position occupied
1	Shri. Pujari A.V.	Assistant Professor at B.Ed. college
2	Smt. Bhosale S.S.	Assistatnt Teacher Shahapur
3	Shri. BhoiRajendra	Lecturer at DIET
4	Shri. PatilBajirao	Vice- Principal at senior college Miraj
5	Shri. Gajbar	Principle At CBSE school Miraj
6	Smt. Chawan S.S.	Assistant Teacher at Highscool, Kabnoor
7	Shri. Surawasw R.S.	Assistant Teacher at Highschool.
8	Smt. Khalida Fakir	SARPANCH Kabnoor
9	Smt. Chaya Kamble	Deputy SarpanchTamdalage
10	Shri. KothawaleBhaskar	Chairman SuyashHighschool

v) **The contribution of alumni to the growth & development of theinstitute**

- Suggestions for academic development

- Participation in college activities

- Motivation to enhance the work culture

- Organization of various Programme

- Gifts according to need of Institution

- Some of the alumni have Suggested new areas for Programs

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

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

- Notification
- Counseling
- Incentives for outstanding students
- Special guidance and training
- Providing support materials
- Providing financial assistance
- Organising activity oriented programs.
- Glorification of student achievers
- Publicity in college magazine and in the news papers

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

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

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

List the major publications/materials:-

- Research articles
- Action Research Reports

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

Yes.

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

Constitution

Chairperson - The Principal

Members - 3 Faculty - Nominated by Principal - 6 Students - 2 on Merit basis

4 on performance basis in NCC, NSS, Cultural and Sports - 2 Girl Students - Nominated by the Principal

Major activities

- Plan and execute curricular, co-curricular and extra- curricular activities
- Maintain discipline and healthy atmosphere in the college
- Organise programmes for personality development
- Display of Wall-paper Presentations

Funding

- Student council is funded by the college.
- Student council creates its own fund, for its activities.

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

The following bodies have student representation.

A) Academic Activities

- Function Dept - To organize various programmes
- Library Dept - To suggest new books and take care of books.
- Magazine Dept - To write articles and editing
- Method wise associations - To plan and execute method wise programmes.
- Laboratories - To maintain the laboratory

B) Administrative Activities

- Student council - To organize co-curricular and extracurricular activities.

- Women Redressal Dept - To prevent exploitation of women.

- Grievance cell - To redress the grievances

- Excursion committee - To arrange study tours.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes

5.4 Best Practices in Student Support and Progression

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

- Feedback Mechanism

- Book Bank facility

- Placement cell

- Prizes for achievers

- Grievance Redressal cell

- Women Redressal

- Guidance and counseling cell

- Financial aid to needy students

- Courses for Personality Development

- Organisation of Different Workshops

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

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

A) The college should organize the English Speaking Classes for thestudents.it will improve the job opportunities for them, yearly Marathi grammar workshop, teaching aids workshop and puppet show.

2. What are the other quality sustenance and enhancement measuresundertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

- Active Student Council
- Placement cell
- Grievance Redressal cell
- Guidance and counseling cell
- Financial aid to needy students
- Personality Development Courses
- Alumni Membership Drive
- Good Feedback Mechanism
- Additional internet connections.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Motto:

The motto of the institution is " Karmanne vadhikarste Ma Faleshu Kadachan"

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

Purpose:

The purpose of the institution has already been stated in Criterion 1,1.1.1

(Please refer to the same)

Vision:

Towards Quality enhancement in Teacher Education

Mission:

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

Values:

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

- scientific attitude Universality
- sensitivity Social Awareness
- Equalitarianism, Democracy and secularism Dignity of Labor.
- Protection of Environment Gender Equality
- Dignity of Technology Patriotism

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the institution's mission includes:

- Its goals and objectives

- Needs of global /modern teacher trainees

- Tradition of the institution

- Value orientation

- Needs of the society

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

Administrative mechanism of JayawantraoAwaleShikshanPrasarakMandal, Ichalkaranji
Chairman
Secretary
Vice- President
Members
Head / Principle
All Institution

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

- Monitoring, Inspecting and coordinating the academic activities

- Forming LMC

- Funding for academic and infrastructural development

- Recruitment of required and qualified staff

- Independent competitive coaching center for TET exams.

- Guidance for enhancing the quality improvement

- Organization of workshops, seminars and conferences

- Organization of the speeches of eminent personalities in higher education

- Publication of research journal, and books

- Felicitation of students, teachers and colleges for outstanding performance

- Financial aid to needy student-teacher

- Loan facility to Faculty member.

- Provision of Internal audit system

- Encouragement for conducive work culture

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

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

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

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The institution collects information through

- Self-appraisal and self-assessment report of the teachers

- Feedback /opinions of individuals in meetings

- Feedback /suggestions through suggestion box

- Oral feedback/suggestions from parents

- Reporting of Head of the Departments
- Confidential Report

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

The institution has no barriers in achieving the vision/mission and goals.

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

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

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

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

- Chairman Flying Scod of University exams
- Chairman Affiliation Committee
- Member of De- Affiliation Committee

6.2 Organizational Arrangements

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

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

Name of Department	Name of Department
Micro Teaching Library	SUPW
Simulation Teaching Magazine	Discipline/Redressal
C.C.M./Content Enrichment Programme	Physical and Health Education
Staff Academy & Welfare	Tour /Excursion
Model of Teaching	Creativity /Personality
Educational Teaching Aids	B.C. Cell
Action Research	Tutorial and Exam
General Supervision	Psychology Experiment and Testing
Evaluation and Planning	Placement Cell
Function	Purchase/Building committee
Lesson Department /Classroom Teaching	Micro Teaching Library
Publicity	Library
Information Technology	Social Service
Crash course	College Development/Steering
Dattak gat Yojana	Research Committee
Seminar and workshop committee	Anti-ragging committee
Alumini committee	Cultural committee
SachetanaMAndal	Method wise Clubs

Sr. No.	Name of the Committee	Date of Meeting	Decision
1	**Local Managing Committee**	**26-04-2014** **22-4-2015**	LMC committee has taken decision to appoint the required teachers.
2	**Steering Committee**	**3-7-2015** **2-1-2016** **10-03-2016**	Review and Preparation of Academic calendar Planning of Workshops. Discussion about midterm results Review of the departments.
3	**Finance and Purchase committee**	**8-7-2015** **15-10-2015**	Purchase the steel door cupboard Purchase the steel window. Purchase the steel window. Purchase the iron window. Purchase the water proofing material & water tank.
4	**Infrastructure and building committee**	**20-7-2015** **22-11-2015** **9-3-2016**	Decision regarding required building development
5	**Research committee**	**13-9-2015** **20-01-2016**	Taking decisions about quality research works and projects.
6	**Examination committee**	**10-7-2015** **5-10-2015** **4-2-2016**	Planning of Internal Examinations Practical Examinations Feedback on results
7	**Students Council**	**3-3-2015** **3-9-2015** **15-2-2016**	Organization of the programmes Discussion on the students problems

8	**Library committee**	**20-8-2015** **13-12-2015** **24-2-2016**	Discussion on the Budget Rules and Regulations Policy on Purchasing Reference Books
9	**Redressal cell**	**12-8-2015**	Information of the scheme Organization of Guest Lectures
10	**B.C. cell**	**17-1-2016**	Preparation of the list of the students Preparation of the programme for the students

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

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

THE ORGANIZATIONAL STRUCTURE OF THE COLLEGE

Managing Council JayawantraoAwaleShikshanPrasarakMandal, Ichalkaranji			
Secretory JayawantraoAwaleShikshanPrasarakMandal, Ichalkaranji			
Local Managing Committee JayawantraoAwaleShikshanPrasarakMandal, Ichalkaranji			
Principal			
Extension activities	IQAC		Support Services
	Academic Wing	Administrative wing	
Coordinators	Teaching staff	Head Clerk	Co Coordinators
Members	Non- teaching staff	Senior clerk	Members
		Junior Clerk	

Details of the academic and administrative bodies of the institution

Administrative

1. LMC
2. Student Council
3. B C Cell
4. Purchase Committee
5. Redressal Committee
6. Staff Welfare
7. Grievance Committee

Academic

1. Steering committee
2. Lesson Department
3. Library committee
4. Research committee
5. Examination committee
6. Magazine committee
7. Workshop department

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

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

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

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

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

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

Yes.

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

- Library schedule

- Exam schedule

- Practicing school allotment

- Internship school allotment

- IT lab facility

- Psychological lab

- Provision of getting extra books

- Organization of workshops, seminars, conferences etc,

- Improvement and changes in teaching technique, teaching methods.

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

- Activities of staff academy and staff welfare

- Promoting faculty development Programme

- Encouragement for writing and developing the Material

- Participation in activities of GOs, NGOs

- Participation in different university committees

- Organizing workshops.

- Prizes and Incentives

- (For more information please refer 2.4.6)

6.3 Strategy Development and Deployment

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

Yes,

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

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

- Work Distribution is made considering the interest and potential of the faculty

- Formation of various committees for the effective functioning

- Meetings with the staff, student council, parents and LMC

- Formation of various committees to supervise and take the decision about utilization of the fund

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

- To fulfill the mission institution needs specific short-term and long- term plans.

- Staff and student-teachers are the human resources who gave their best.

- The time-bound strategic plans are developed for effective implementation and supported with appropriate financial allocations.

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

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

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

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

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

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

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

This is the continuous process

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

- Using LCD projector, O.H.P. in daily teaching.
- For references, collection of data, for the preparation of lessons.
- For the communication.
- Preparation and analysis of the results.
- Video recording of Practice Teaching
- Enhancing the cultural activities, functions, programmes, guest lectures.

6.4 Human Resource Management

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

- Staff welfare meetings
- The needs, demands and requirements of the faculty
- Individual Discussion

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

- Self-appraisal
- Evaluation by the Principal
- Evaluation by students
- Peer Evaluation
- Teacher's diary
- Suggestion box
- Confidential Report

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

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

- Teacher Welfare Scheme

Universities Schemes:-

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

6.4.4 Has the institution conducted any staff development programmefor skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes,

- Paper reading in staff academy
- Activities of institution
- Organization of guest lecturers of eminent persons
- Digital college workshop for non-teaching staff.
- Yoga workshop for teaching staff.
- Maintenance of the records

- Organisation of Yoga classes and Health Checkup and Blood Donation Camp.

- Motivation to participate in Seminar and conferences

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The Institution shoulders the entire responsibility of the recruitment procedure.

Our college communicates the information about vacant posts of the teaching and office staff to be filled in. The same is advertised in the newspaper and on website of the university. Recruitment is done according to university, government, UGC and NCTE norms. The quality and ability are given priority in selection procedure

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

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

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study,research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

- Motivation for professional development

- Allocation of reasonable budget.

- Granting permission and study leave.

- Motivation to undertake research projects

- The financial assistance for participation in workshops, seminars and conference.

- Encouragement to enroll the membership of professional associations

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

- Guidance cabins to each faculty,

- Separate staff room

- Free internet access through secure WiFi.

- Separate Toilets for gents and ladies staff

- Separate seating arrangement in library

- Purified water and cooler

- Reprography facility (Xerox)

- Separate Parking

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

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

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

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

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

Yes.

- Felicitation of the faculty members after completion of M. Phil., PhD and academic achievements on teacher's day by the institution

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads.

If no, give details of the source of revenue and income generated

No.

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

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

Nil

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

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

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

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

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

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

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

C.A and the Government

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

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

Yes.

The institution has partially computerized its Finance management system.

Salary accounts, monthly trial balance are maintained through computer.

6. 6 Best practices in Governance and Leadership

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

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

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

1. What were the evaluative observations made under Governance and

Leadership in the previous assessment report and how have they been acted upon?

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

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

Action taken

- The vacant posts of the art and craft teacher and physical education instructor are filled.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and

Accreditation with regard to Governance and Leadership?

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

- Enhancing the Learning Resource Center

- Increasing use of ICT in Teaching-Learning Process

- Use of ICT in governance

- Democratic Decision Mechanism

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)?

If yes, give its year of establishment, composition and major activities undertaken.

Yes.

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

The Composition of the IQAC

Name	Position
Dr. V.G. Paranajpe	Chairperson
Shri. Kadam B.V.	senior administrative Officers
Shri. Lokhande R.D.	Members of Management
Shri KoikSagar	Industrial Member
Shri. Pujari A.V.	Teacher Representative
Dr. Bhosale S.M.	Teacher Representative
Smt. Wadikar S.D.	Teacher Representative
Dr. Mujawar I.N.	Teacher Representative
Smt. Ghugare A.A.	Student Representative
Smt. Bhosale S.S.	Alumni Student
Shri. Solapure G.A.	Coordinator

The Major Activities of the IQAC-

- Enhancement in quality of activities
- Imparting the information of quality aspects
- Promotion of innovative and extension activities

- Encouragement of quality networking

- Recording and monitoring quality measures

- Maintain Reporting

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

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

- Overall functioning of the institute is reviewed by Local Management

Committee, Steering Committee and Various Departments through meeting, feedback form and reports.

- Teatime daily meetings serve the purpose of discussions and review on the functioning of the institute

- LMC meetings are held twice in a year.

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

- University results

- Feedback by stakeholders

- Continuous evaluation of students

- Initiation in organization of various cultural activities

- Mentor scheme

- Reaction by guest Lecturers, Visitors, Employers

- Effective Organization of Workshops

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

- Fulfillment of staff

- Adaptation of good practices of other institution

- Consultation with senior staff members

- Orientation to non-teaching staff

- Meetings with LMC

- External audit by C.A.

- Proper maintenance academic records

- Transparency in financial transaction

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

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

- Correspondence

- Telephonic Communication

- Internet

- Website

- Meetings

- Discussion

- Lectures

- Newspapers

- Displays

- Organizing Functions

7.2 Inclusive Practices

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

Through the following activities -

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

This is done as follows:

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

1) Identification of children with special needs.

2) Need of Special Education

3) Catering Special Education Needs

4) Concept of Integrated and Inclusive Education

5) Adjustment – causes of maladjustment dealing with child abuse

6) and child exploitation

7) Developing attitudes and competences for inclusion.

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

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

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

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

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

Equality for Economically and socially deprived Students: Students who are economically and socially deprived are allowed to pay fees in installments in case they are not eligible for any scholarships. The faculty members help the students who are from rural and tribal areas, to get adjusted with college atmosphere. Spoken English classes organized in the institution have proved to be beneficial in improving English language skills for the students from Marathi medium. Every year, the institution organizes educational visits to special schools. This experience helps the students to know and get firsthand experience of the differently able and challenged students.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

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

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

The teacher trainees have further opportunities when they conduct practice lessons. During the internship program, they have better opportunities for longer duration

to sensitize them about inclusive education. Visits to special schools is a regular feature to familiarise the teacher trainees with the challenged students.

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

1) Activities for positive social interaction

- Community Oriented Programmes
- Internship Programmes
- Rallies
- Cultural activities
- Student council

2) Activities for Active engagement in learning

- Creativity
- Self-introduction
- Book reviews
- Workshops
- Teaching Practices

3) Activities for Self-motivation

- SUPW
- Cultural activities
- Social services
- Field visits
- Guest lectures
- Personality Development Programme

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

Through the following activities:

1. Internship programme

- Small group guidance
- Organising cultural activities

2. Visits to special schools

- AashramShala
- School for Mentally Retarded Children
- NavodayaVidyalaya
- International School
- Boarding School
- Deaf and Dumb School.
- Tribal School

The lessons are organized in aided as well as unaided schools and the strata of students enrolled in these school are also different thus the trainees develop a reasonable proficiency to deal with student from diverse background.

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

- Personal guidance
- Suitable seating arrangement
- Extra-time in examinations
- Convenient schools for internship
- Convenient schools for Practice lessons

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

- Establishment of Woman redressal cell as per University guidelines
- Guidance through introductory speech by the principal
- Organizing guest lectures on legal issues
- Suggestions through meetings
- Communication with Parents
- Mentor Scheme
- Framing rules for college

7. 3 Stakeholder Relationships

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

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

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

- Correspondence through Letters

- Meetings with Alumni Association

- Invitation for college main functions

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

1. Successes of various processes are shared to motivate through:

- Felicitation programs by students council and the institute

- Publishing through newspapers, display on notice board

- Display of certificate, prizes in Corridor

2. Failures of various processes are shared for qualitative improvement through:

- Introspection

- Staff meetings

- Discussions

- Rethinking on planning and execution

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Feedback mechanisms are as follows:

- Student feedback

- Suggestion box

- Alumni feedback

- Parent oral feedback

- Feedback from LMC

- Curriculum feedback

- Head masters oral feedback

- Parent institution oral feedback

- Previous NAAC suggestion

- Experienced school teachers oral feedback

- Internal & external examiner oral feedback

- School –college forum

Additional Information to be provided by Institutions opting for Reaccreditation

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

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

- Contributing to the National Development.

- Fostering Global competencies among students.

- Inculcating a value system among students.

- Promoting the use technology and

- Quest for excellence.

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

A) Contributing to National Development through

- Lectures on current National issues

- Visits to historical places
- Community oriented programs
- Organising workshops
- Activities with GOs and NGOs

B) Fostering Global competencies among Students through: -

- ICT skills
- Soft skill development
- Environmental Education.

C) Inculcating a Value System among Students through: -

- S.U.P.W.
- Social Services
- Internship Program
- Value Oriented Programs
- Celebrating National Festivals
- Personality Development Programs

D) Promoting the use of Technology

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

E) Quest for Excellence

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

4. Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Admission & Orientation	■	■																											
Theory			■	■	■	■	■	■	■	■	■	■	■				■		■	■	■	■	■	■	■	■	■	■	
Tutorials					■					■					■			■				■						■	
Sessional Work							■						■				■				■				■				
Practical work					■	■					■	■				■	■	■				■	■	■					
Internship/ /Demonstration/ Micro Lessons			■	■	■	■	■	■														■	■						
Practice Teaching																■	■	■	■										
Co-curricular activities					■	■								■							■		■						
Project work													■						■										
End term exam															■														■

Note: A week is of six working days and a day is of six clock hours. The table should cover the entire academic session and may be extended as per the requirement.

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
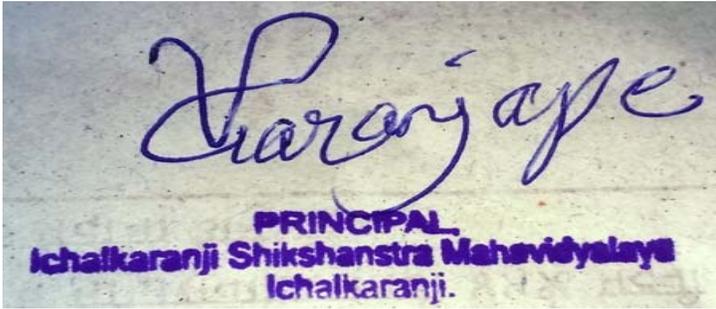
Head of the institution with seal:

Place: ICHALKARANJI

Date:

IchalkaranjishikshanshastraMahavidyalay, Ichalkaranji