

II VIDYE VINA NA JAGRUTI II



VIDYA PRASARAK MANDAL'S

Jagruti Shikshanshastra Mahavidyalaya, Gadhinglaj.

Gadhinglaj- 416502, Dist- Kolhapur

(Affiliated to Shivaji University, Kolhapur)

SELF STUDY REPORT

For

Assessment and Accreditation

Submitted to

National Assessment and Accreditation

Council, (NAAC),

Bangalore-560072, India.

2015

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SECTION A : INTRODUCTION

OUR PARENTS INSTITUTION

VIDHYA PRASARAK MANDAL, GADHINGLAJ

‘Vidhya Prasarak Mandal’ Gadhinglaj was established on 29th August 1963. With the objective “Provide the best Education to the needfools. The Mandal was established under the chairmanship of Dr. S.S. Ghali a Philanthropic Doctor and great social worker. Nearly after one year the first educational institution ‘Jagruti High School’ was started on 26th June 1964.

Now a day the Mandal is running one Primary School, Three High Schools, Two Junior Colleges one Vocational College, One Senior College, **“JAGRUTI SHIKSHANSHASTRA MAHAVIDYALAYA”**, One a Centre of Rural Education, One Open University Center and the latest is New Horizon CBSE school.

Thus the Mandal is well established with own buildings for the institutions, vehicles, with play grounds and a good financial funds. Some new buildings are being constructed.

Thus the Mandal has created its own esteemed place in the field of education.

Vidhya Prasarak Mandal, Gadhinglaj

Governing Body

Sr. No.	Name of the Person	Designation
1	Smt. Ratnamala S. Ghali	President
2	Dr. Satish S. Ghali	Executive President
3	Shri. Arvind R. Kitturkar	Vice-President
4	Adv. Vikas A. Patil	Member
5	Shri. Sangappa M. Daadi	Member
6	Dr. Shivkumar M. Kolhapure	Member
7	Shri. Kishor R. Hanji	Member
8	Shri. Mahesh S. Ghali	Member
9	Shri. Rajendra B. Kanguri	Member
10	Shri. Gajendra C. Bandi	Joint-Secretary
11	Adv. Baburao G. Bhoski	Secretary

IQAC (Internal Quality Assurance Cell)

Sr. No.	Name of the Person	Designation
1	Shri G.C. Bandi	President
2	Dr. Nagesh Pattanshetti	Medical member
3	Ad. S.B. Desai	Member (Law)
4	Shri R.S. Patil	Social worker
5	Shri. R. A. Daddi	Social worker
6	Shri S.D. Pdmnnawar	Educationalist
7	Shri Dr. S.N. Shinde	Principal
8	Shri S.B. Magadum	Co-ordinator
9	Shri. V.N. Deshapande	Teacher representative
10	Shri. R.B. Patil	Teacher representative
11	Smt. S.S. Jadhav	Teacher representative
12	Shri A.M. Navale	Teacher representative
13	Shri A.D. Daddi	Nonteaching representative
14	Shri V.B. Bandi	Non teaching representative
15	Smt. S.S. Fagare	Student Representative
16	Smt. K.B. Vibhute	Student Representative
17	Shri Prakash patil	Alumni students
18	Smt R. D. Magadum	Alumni students

Section B

Institutional Data

A. Profile of the Institution :

1. Name and address of the institution : Jagruti Shikshanshastra
Mahavidyalaya,
Shendri Road, Gadhinglaj
2. Website URL : www.jagrutibed.com
3. For communication : jagrutibedcollege@yahoo.com

Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Head/Principal	02327-225001	02327-225001	drsudhakarshinde123@gmail.com jagrutibedcollege@yahoo.com
Vice-Principal	-	-	-
Self – appraisal Co-ordinator	02327-225001	-	rbpatilkowad@gmail.com

Residence

Name	Telephone Number with STD Code	Fax No.	Mobile Number
Head/Principal	02327 – 225001	02327 – 225001	9404853641

Vice-Principal	--	--	--
Self – appraisal Co- ordinator	--	--	9921277514

4. Location of the Institution:

Urban

☒

Semi – urban

☐

Rural

☐

Tribal

☐

Any other (specify and indicate)

☐

5. Campus area in acres:

4 Acres

6. Is it a recognized minority institution?

Yes ☐

No ☒

7. Date of establishment of the institution (Month & Year) :

MM	YYYY
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.

Month & Year 2(f)

MM	YYYY
---	----

Month & Year (12B)

MM	YYYY
----	-----

10. Type of Institution:

a. By Funding	i. Government	<input type="checkbox"/>
	ii. Grant-in-aid	<input type="checkbox"/>
	iii. Constituent	<input type="checkbox"/>
	iv. Self-financed	<input checked="" type="checkbox"/>
	v. Any other (specify and indicate)	<input type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input type="checkbox"/>
	iii. Co-education	<input checked="" type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. RIE	<input type="checkbox"/>
	iii. IASE	<input type="checkbox"/>
	iv. Autonomous College	<input type="checkbox"/>
	v. Affiliated College	<input checked="" type="checkbox"/>
	vi. Constituent College	<input type="checkbox"/>
	vii. Dept. of Education of a Composite College	<input type="checkbox"/>
	viii. CTE	<input type="checkbox"/>
	ix. Any other (specify and indicate)	<input type="checkbox"/>

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

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sr. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr.Secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 Year	Marathi
iv)	Post Graduate			Certificate		
				Diploma		
				Degree		
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement).

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned intake
Pre-primary				
Primary/Elementary				

Secondary/ Sr. secondary	B.Ed.	WRC/5- 6/89/2006/27- 09-2006	----	100
Post Graduate				
Other				

(Additional rows may be inserted as per requirement).

B) Criterion-wise inputs:

Criterion I : Curricular Aspects :

1. Does the Institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

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

Yes ☐ No ☒

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

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

D.Ed.

B.Ed.

7

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes ☐ No ☒

Number

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

Yes ☐ No ☒

Number

8. Are there Programmes with faculty exchange/visiting faculty

Yes ☐ No ☒

Number

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

- | | | | | |
|--------------------------------------|-----|-------------------------------------|----|--------------------------|
| • Heads of practice teaching schools | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Academic peers | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Alumni | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Students | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| • Employers | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

2 Year

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

Yes ☐ No ☒

Number

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

Yes ☒ No ☐

Number

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion II : Teaching-Learning and Evaluation :

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

- | | |
|--|-------------------------------------|
| a) Through an entrance test developed by the institution | <input type="checkbox"/> |
| b) Common entrance test conducted by the University/Government | <input checked="" type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input type="checkbox"/> |
| f) Any other (specify and indicate) | <input type="checkbox"/> |

(If more than one method is followed, kindly specify the weight ages)

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

- | | |
|---|---|
| a) Date of start of the academic year | <input type="text" value="01/07/2014"/> |
| b) Date of last admission | <input type="text" value="24/09/2014"/> |
| c) Date of closing of the academic year | <input type="text" value="23/05/2015"/> |
| d) Total teaching days | <input type="text" value="180"/> |
| e) Total working days | <input type="text" value="220"/> |

3. Total number of students admitted:

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	41	59	100	21	10	31	20	49	69
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes ☐ No ☒

If yes, how many

5. What is the 'unit cost' of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

a) Unit cost excluding salary component

8239

b) Unit cost including salary component

31610

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	84.16%	46.11%	72.16%	49.06%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted in percentage

Programme	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	47.64%	29.04%	52.36%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution:

a) Number of pre-practice teaching days

2	2
1	1

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

11. Practice Teaching at School

a) Number of School identified for practice teaching

1	6
---	---

b) Total number of practice teaching days

4	5
---	---

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

2	2
---	---

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

Number of Lessons in simulation

Number	2
--------	---

Number of Lessons Pre-practice teaching

Number	11
--------	----

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

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

Programme	Internal	External
D.Ed.		
B.Ed.	50%	50%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations:

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

17. Access to ICT (Information and Communication Technology) and Technology.

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

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

Yes ☒ No ☐

Number

19. Does the institutions offer computer science as a subject?

Yes ☒

No ☐

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

Compulsory

☒

Optional

☐

Criterion III : Research, Development and Extension :

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

Number	12	%	
--------	----	---	--

2. Does the Institution have ongoing research projects?

Yes ☐

No ☒

If yes, provide the following details on the ongoing research projects.

Funding Agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
--	--	--	--
--	--	--	--
--	--	--	--
--	--	--	--

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

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

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

(Mark '✓' for positive response and 'x' for negative response)

- Teachers are given study leave ☒
- Teachers are provided with seed money ☐
- Adjustment in teaching schedule ☒
- Providing secretarial support and other facilities ☐
- Any other (specify and indicate) ☐

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

Yes ☐ 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)?

Yes ☒ No ☐

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

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

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

Yes ☐ No ☒

Number

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

	Faculty	Students
National Seminars	--	--
International Seminars	--	--
Any other academic forum	--	--

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

(Mark '✓' for yes and 'x' for No.)

Self-instructional materials ☐

Print materials ☐

Non-print materials (e.g. Teaching Aids/Audio-visual, Multimedia etc.) ☒

Digitalized (Computer aided instructional materials) ☒

Question bank ☒

Any other (specify and indicate) ☐

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

Yes ☐ No ☒

If yes, indicate the nature of the post.

Full-time ☐

Part-time ☐

Additional charge ☐

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Yes ☒ No ☐

16. Does the institution provide consultancy services?

Yes ☒ No ☐

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

Voluntary Service provided

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

Local Level	✓
State Level	✓
National Level	✓
International Level	X

Criterion IV : Infrastructure and Learning Resources :

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

1440 SQ. Meter

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

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

Yes No

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

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

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

7. Budget allocation for campus expansion (building) and upkeep for the current academic session/financial year?1

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

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	5	1	--	---
Non-teaching	4	--	3	--

JAGRUTI SHIKSHANSHASTRA MAHAVIDHYALAYA

10.Total number of posts vacant

Teaching

Non-teaching

Open Reserved

M	F	M	F
1	2	--	--
--	--	--	--

11.A. Number of regular and permanent teachers

(Gender-wise)

Principal

Lecturers/ Assistant Professor

Readers

Professors

Librarian

Open Reserved

M	F	M	F
---	---	---	---

1	--	--	--
4	1	--	--
--	--	---	--

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

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

B. Number of temoprary/ad-hoc/part-time teachers (Gender-wise).

Lecturers

Readers

Professors

Librarian

M	F	M	F
--	2	--	--
--	--	--	--
--	--	--	--
--	--	--	--

C. Number of teachers from

Same State

Other State

06
01

12. Teacher student ratio (program-wise)

Programme	Teacher Student Ratio
D.Ed.	
B.Ed.	1:14
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13.A. Non-teaching staff :

Open Reserved

Permanent

Temporary

M	F	M	F
4	--	3	--
--	--	--	--

B. Technical Assistants

Open Reserve

Permanent

Temporary

M	F	M	F
--	--	--	--
--	--	--	--

14. Ratio of Teaching-non-teaching staff :

8 : 7

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

☒

No

☐

17. Working hours of the Library

On working days

7 hours

On Holidays

3 hours

During Examinations

12 hours

18. Does the library have an Open access facility.

Yes

☒

No

☐

19. Total collection of the following in the library.

a. Books

- Textbooks

569

- Reference books

2287

b. Magazines

11

c. Journals subscribed

- Indian journals

11

- Foreign journals

d. Peer reviewed journals

e. Back volumes of journals

f. E-information resources

- Online journals / E-journals

- CDs / DVDs

- Databases

- Video Cassettes

- Audio Cassetes

-

20. Mention the –

Total carpet area of the Library (in sq. mts.)	67.94 sq.meter
Seating capacity of the Reading room.	25

21. Status of automation of Library

Yet to initiate	<input checked="" type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input type="checkbox"/>
Clipping	<input type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter – library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation / Information literacy	<input type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following :

Average number of books issued/returned per day

25

Maximum number of days books are permitted to be retained

By the students

7 days

By the faculty

10 days

Maximum number of books permitted for issue

For students

2+2 = 4

For faculty

10

Average number of users who visited/

Counsulted per month

10

Ratio of library books (excluding textbooks
and Book bank facility) to the number of
students enrolled.

1 : 25

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

0.31%

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

	I		II		III	
	Number 2012-13	Total Cost (in Rs.)	Number 2013-14	Total Cost (in Rs.)	Number 2014-15	Total Cost (in Rs.)
i. Text books	19	2991	94	4385	111	20295
ii. Other books						
iii. Journals / Periodicals	2	1000	----	----	2	1000
iv. Any others (News Paper)	6	----	2	1500	----	----
(Additional rows/columns may be inserted as per requirement)						

Criterion V : Student Support and Progression :

1. Programme wise “dropout rate” for the last three batches.

Programmes	2012 – 13	2013 – 14	2014 – 15
D.Ed.			
B.Ed.	3%	5%	0
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes ☐ No ☒

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

3. Does the institution offer Remedial instruction?

Yes ☒ No ☐

4. Does the institution offer Bridge courses?

Yes ☐ No ☒

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

	UG (B.Ed)		
	I 2012-13	II 2013-14	III 2014-15
Pass Percentage	91	82	74
Number of First Classes	37	15	47
Number of Distinctions			7
Exemplary performance (Gold Medal and University ranks)			

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

NET

SLET/SET

Any other (specify and indicate).

Ph.D.

I	II	III
1	--	---
2	1	---
---	---	3
---	2	3

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

Financial Aid	I	II	III
i) Merit Scholarship			
ii) Merit-cum-means scholarship			
iii) Fee concession			
iv) Loan facilities			
Any other (specify and indicate)			
(Additional rows may be inserted as per requirement).			

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

Yes ☒ No ☐

9. Does the institution provide residential accommodation for :

Faculty Yes ☐ No ☒

Non-teaching staff Yes ☐ No ☒

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

Yes ☒ No ☐

If yes, number of students residing in hostels.

Men

5

Women

5

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

12. Availability of rest rooms for Women.

Yes ☒ No ☐

13. Availability of rest rooms for men.

Yes ☒ No ☐

14. Is there transport facility available?

Yes ☒ No ☐

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

Yes ☒ No ☐

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
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 meet.

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes ☒ No ☐

If yes, give the year of establishment.

2010-11

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

Yes ☒ No ☐

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

Yes ☒ No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

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

	Year 1 (%) 2012-13	Year 2 (%) 2013-14	Year 3 (%) 2014-15
Higher studies	31%	20%	29%
Employment (Total)	45%	40%	43%
Teaching	30%	20%	20%
Non teaching	15%	20%	23%

23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

1	2	3
5	8	9

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

Academic Guidance and Counseling

Yes ☒ No ☐

Personal Counseling

Yes ☒ No ☐

Career Counseling

Yes ☒ No ☐

Criterion VI : Governance and leadership :

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

Yes ☒ No ☐

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

Governing Body/management	2
Staff council	8
IQAC/or any other similar body/committee	4
Internal administrative bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	LMC - 4

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

Loan facility

Yes ☐ No ☒

Medical assistance

Yes ☐ No ☒

Insurance

Yes ☐ No ☒

Other (specify and indicate)

Yes ☐ No ☒

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

0	5	
---	---	--

5. 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.

--

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

National

--	--	--

International

--	--	--

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

--	--	--

- d. Number of Seminars/Workshops/symposia on Curricular development, Teaching-learning Assessment, etc. organized by the institution.

--	--	--

- e. Research development programmes attended by the faculty.

--	--	--

- f. Invited/ endowment lectures at the institution.

04		
----	--	--

Any other area (specify the programme and indicate)

--	--	--

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

- a. Self-appraisal

Yes ☒ No ☐

- b. Student assessment of faculty performance

Yes ☒ No ☐

- c. Expert assessment of faculty performance

Yes ☒ No ☐

d. Combination of one or more of the above

Yes ☐ No ☒

e. Any other (specify and indicate)

Yes ☐ No ☒

7. Are the faculty assigned additional administrative work?

Yes ☐ No ☒

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

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

Grant-in-aid

Fees

Donation

Self funded courses

Any other (Bank Intrest & TC Fee)

33,78,200/-
3,347/-

9. Expenditure statement (for last two years)

	Year 1	year 2
Total sanctioned Budget	30,00,000	32,00,000
% spent on the salary of faculty	67.08	56.50
% spent on the salary of non-teaching employees	20.67	19.59
% spent on books and journals	0.19	1.26
% Spent on development activities (expansion of building)	---	---

JAGRUTI SHIKSHANSHASTRA MAHAVIDHYALAYA

% spent on telephone, electricity and water	0.88	1.23
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.	--	---
% spent on maintenance of equipment, teaching aids, contingency etc.	0.12	0.03
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchanges, etc.)	---	---
% spent on travel	0.85	2.04
Any other (Office Contingency & Other Exp.)	10.21	19.35
Total expenditure incurred	31,46,799	32,01,328

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

	Surplus in Rs.	Deficit in Rs.
2011-12	<input type="text"/>	67,114/-
2012-13	53,303/-	<input type="text"/>
2013-14	<input type="text"/>	8,42,242/-

11.Is there an internal financial audit mechanism?

Yes ☒ No ☐

12.Is there an external financial audit mechanism ?

Yes ☒ No ☐

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

Administration	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Finance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Career Counseling	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Aptitude Testing	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Any other (specify and indicate)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

- | | |
|---------------------------|-------------------------------------|
| a) For teachers | <input checked="" type="checkbox"/> |
| b) For student | <input checked="" type="checkbox"/> |
| c) For non-teaching staff | <input checked="" type="checkbox"/> |

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Yes ☒ No ☐

Criterion VII: Innovative Practices

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Category		Men	%	Women	%
a	SC	04	04	06	06
b	ST	01	01	00	00
c	OBC	06	06	04	04
d	Physically Challenged	-	-	-	-
e	General Category	28	28	41	41
f	Rural	20	20	30	30
g	Urban	29	29	21	21
h	Any other (Specify)	05	05	-	-

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

Category		Teaching staff	%	Non-teaching staff	%
a	SC			2	33.3
b	ST				
c	OBC				
d	Women	02	28.58	-	-
e	Physically Challenged	01	14.29	-	-
f	General Category	04	57.14	03	50
g	Any other (Specify)	-	-	01	16.67

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

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I	Batch II
SC	-5.59 %	5.41 %	-5.59 %	5.41 %
ST	-2.2 %	1 %	-2.2 %	1 %
OBC	4.8 %	-1.39 %	4.8 %	-1.39 %
Physically Challenged	---	----	---	----
General Category	4.02 %	-3.15 %	4.02 %	-3.15 %
Rural	8.35 %	-3.29 %	8.35 %	-3.29 %
Urban	-8.35 %	3.3 %	-8.35 %	3.3 %
Any other (Specify)	1 %	1 %	1 %	1 %

SECTION C : CRITERION WISE EVALUATIVE REPORT

EXECUTIVE SUMMARY

Criterion – I : Curricular Aspects

The Admission Procedure has been executed by the State Government through CET Examination. The B.Ed. curriculum of Shivaji University has been recently updated in 2014 comprising 600 Marks for practicum and 600 Marks for theory. Initiatory School Experiences, Workshop on constructivist Approach, Development of language & life skill, project related to community experience, Diagnostic test on content knowledge & remedial programme, Workshop on CCE etc. are added components of the course. The syllabus has been Implemented through Seminars, Workshops, Tutorials, Lectures and Fieldwork etc. The IQAC and staff prepares the Academic calendar in the beginning of the year. The works are assigned to each faculty as per their specialization, academic record and interest.

The following curricular aspects are included in the B.Ed. Syllabus.

1. Orientation
2. Diagnostic test on content knowledge and remedial programme
3. Initiatory School Experiences
4. Microteaching Workshop
5. Workshop on Lesson Planning
6. Demonstration Lesson
7. Simulated Teaching
8. Practice Teaching
9. Workshop on Constructivist Approach to Teaching
10. Workshop on Preparation of Teaching Aids.
11. Workshop on ICT based Lesson

12. Workshop on Models of Teaching
13. Development of Language & Life Skill
14. Action Research workshop (Preparation of Praposal)
15. Project related community experience
16. Workshop on comprehensive and Continuous Evaluation
17. Assignment & Tutorials
18. Co – Curricular Activities
19. Internship Programme
20. Internal Examination
21. Physical Education Workshop
22. External Viva

Our college gets full Co-operation from the Primary and Secondary Schools to complete practice lessons. All practicing schools are within 10 km from the COE. The faculty members are having wide range of teaching experience from Primary, Secondary, Higher secondary, Graduation as well as Post Graduation level. The COE attempt to develop skill and abilities of the students to be capable to foster all round development of children who are citizens of future India.

Criterion – II : Teaching Learning and Evaluation

The College Teachers do use various student centered instructional strategies to cater the diverse needs of students in the orientation programme slow learner, average learner and gifted as indentified. Slow learners are given extra practice and guidance. Advance reference material is provided to Gifted Students.

Lectures cum Demonstrations, Seminar, Discussion, Workshop, Debate, Quiz context, Role playing, Team Teaching, Supervised study etc. are being used by all faculty members. Special attention is given to professional development of teachers.

Teachers are encouraged to participate in seminar, workshop, orientation, courses, refresher courses, etc. to update their knowledge and skills.

There is provision of school experience programme where students gets field experience for two weeks in the school. Various Activities are planned for this purpose. Morning Assembly, Health Check Camp, Blood Donation Camp, Rally, Cultural Programme, Exhibition etc. are being Organized during the Internship Programme.

Criterion – III : Research, Consultancy and Extension.

The College encourages Teachers and Students to undertake research in education. There is one Doctorate, Five SET/NET qualified members in the staff. The College of Education Promotes Research in Teaching Methodology through Action Research. The Staff has guided D.S.M. Course students of YCMOU Nashik. Dr. S. N. Shinde, Shri. V.N. Deshpande have presented and published there articles in reputed Journals and National Level Seminar. Consultancy services are provided by all faculty members as per the cases tackled. Our college has having linkage with Panchayat Samiti, Ganesh Mandal's, Reports Club, Teacher Orgnization etc. Various activities are being collaborated with this Organization, Road shows, Literacy rally, One act plays etc. are conducted in the villages to orients villagers about various issues such as a Lek, Wahava, Supertstition, Gram Swacchata etc. The COE has its linkage with NCTE, UGC, MKCL, NCERT and all its sister institutions.

Criterion – IV : Infrastructure and Learning Resources

Our College has having sufficient infrastructure and learning resources as per NCTE Norms. The Lecture Hall, Library, Ladies Room, Boys Room, Computer Lab, Psychology Lab, Technology Lab, Auditorium, Gymnasium, Science Lab, Xerox Facility, Practice Teaching Schools, Canteen, 4 Acres Play Ground, Cubics for

faculty member, Strong Room, Store Room, NACC Room, Method Room etc. are available in the campus.

TV, LCD, VCR, OHP, Tape Recorder, Video Camera, Web Camera, Musical Instruments, Playing Instruments, Water Purifier are used as learning resources. There are various psycho tests available in the psycho lab. The computer lab as well equipped with 10 computers and internet connectivity.

Criterion – V : Student Support and Progression

Our College supports by providing Special Guidance, Freeship, Scholarship, Hostel Facility, Extra Library, Free Internet Access. Our Allumy Association conduct meeting and organize some activities for students and parents. Student council, subject clubs, Grievance redrasessal cell, sexual harsashment cell etc. help for student support and progression.

Criterion – VI : Governance and Leadership

Our College has having as good academic environment in which the institution ‘Vidya Prasarak Mandal’. The Governing council is the main regulatory body of our institution. The governing council regulates its policies through local management committee. The Institute organizes various welfare programme for Students, Teachers and local villagers. The mother institution supports the college in allocating resources, appointments of teachers, financial accomplishment etc. are fulfilled as per the need.

The recruitment is done according to UGC/NCTE Norms and salaries are paid. According to as per decision for management.

Criterion – VII : Innovative Practices

Use of Students Centered Instructional Tools, Feedback from Students, Alummi, Employee, Internship, Free Internet Facility, Health Check Up Camp, Road Shows, Literacy Rally, One Act Play, Blood Donation Camp, Guest Lectures, Special Assistance to gifted and average students, Visit to special school, Gandul Khat Prkalp etc. are some of the best practices. The IQAC attempts to plan and organize activities as per the Shivaji University and NCTE Norms emphasizing quality enhancement and quality sustenance. The focus is kept on quality teacher training rather than just merit based and certificate oriented production of teachers.

Criterion I : Curricular Aspects

1.1 Curricular design and Development

1.11 The Goals and Objectives of the Institution :

- **Missions of our Institution.**

1. Our institute desire to develop higher education facilities for all.
2. It is the plan & wish of our institute to spread & propagate education.
3. The institute allows the genuine & true leadership in all walks of life.
4. Our institute allows plans to reduce & remove the social ills & evils like corruption by conciliating & abusing the students.

- **Our Vision :-**

1. The vision of our institution is “Vidye Vina na Jagruti” meaning without education there is no awareness in the society.
2. The vision of our institute is to educate & create awareness among young generation.

- **Missions of the College.**

1. To give quality education to develop students to overall personality.
2. To inculcate various teaching skills among the students through proper guidance & practice.

- **Goals & Objectives :-**

- To give proper guidance to the trainee teacher for growth of competencies to become an Ideal teacher.
- To conduct various activities to develop students personality.
- To conduct various workshop to inculcate various teaching skills in the trainee teacher & values. In between skills & to develop them as a responsible citizen.

1.1.2 Curricular Development Processes need Assessment :

The curriculum is implemented in the educational colleges according to norms & guidelines given by the regulating bodies. One faculty member Mr. Shankar B. Magdum is involved in the process of curricular development & reconstruction to bring out the change in curriculum.

The implementation of curriculum by the institution providing learning experiences, practice lessons, co-curricular activities & practicum. The institution contributes in the curricular development process.

1.1.3 Reflected Global Trends in the Teacher Education Curriculum :

- Yoga Education
- Environmental Education
- Guidance & Counseling
- Value Education
- ICT Education
- Disaster Management
- Population Education

The Global Trends are also reflected in the Practicum :

- Internship Programmes
- Workshops
- Projects
- Development of language & life skills
- Career Guidance

The Institution ensures that the curriculum bears some trust on national issues by organizing value oriented programmes, organizing workshops in the institutes, activities in internship programmes, organizing community oriented programmes, arranging guest lecture & personality development programmes.

To develop communication skills, ICT skills, life skills some programmes are arranged by the institution. For example social service, various subject clubs, personality development workshop etc.

Institution insure the enclosion of the following aspects of the curriculum by multi skill development practice teaching, school experience, interdisciplinary & multidisciplinary.

1.1.5 Use of ICT in the Institution for Curricular Planning.

ICT is used in preparing year plans, preparing lesson plans, planning of internship programme, syllabi down loading, curricular & co-curricular activating planning, preparation of various CD's.

1.2 Academic Flexibility :

1.2.1 The institution provides experiences to the students to make teaching becomes a reflective practice. For that institute organize workshops innovative teaching strategies guidance by experienced teachers, feedback on teaching practices, use of constructivist strategies etc.

The institution provide adequate flexibility with providing varied learning experiences to the students with formal learning of the theory papers, provision of various methods, selection of unit content in the integrated lesson, micro teaching & simulated teaching to prepare A.V. Aids (Audio Visual Aids) selection of content for

ICT based teaching. Theory related the facility of book bank scheme organizing blood donation camp social commitment is developed in teacher trainees.

Field experiences are also given to the trainee teachers with the help of formal practice teaching, methods teaching from experienced teachers, varied teaching learning experiences are also provide with the help of block teaching, value education, technology based lessons, observation of peers, conducting unit test. In addition to these co-curricular activities are also organized by institution.

- **Multi Skill Aspects :**

The B.Ed. programme introduced for the development of teaching skills. The skills include teaching at the micro levels. The institution also provides interview skills & communication skills with various activities.

- **Practice Teaching Aspects :**

The institution required to provide the teaching practice through a core training programme & Special Training Lesson, Micro Lessons – 10, Constructivist Lesson- 2, Integrated Lesson – 2, Models of Teaching – 2, Simulation Lessons – 2, ICT Lesson – 2

The lessons in all are conducted by each teacher throughout the year. Institution has conducted workshops on preparation of teaching aids, lesson planning work shop, models of teaching workshop.

- **School Experience Aspect :**

During the school experience programme the teacher trainee has to undertake Block Teaching, Models of Teaching, Bulletin lesson etc.

- **Inter-Disciplinary Aspect.**

The B.Ed. course is an interdisciplinary course. In B.Ed. curriculum following are the interdisciplinary courses.

Course I: It draws teaching learning content from educational philosophy and educational sociology.

Course III: Its contents is drawn from two disciplines, management science & research methodology (A.R.)

1.3.1 Feedback on Curriculum:

The discussion with student is done on the Lesson and all practicum work informally. At the time of oral examination the student teachers are asked about the curriculum and we seek feedback. Teacher Educators Shri S.B. Magdum and Shri V.N. Deshpande are sharing the responsibility of alumina association, High-school teachers, Head masters discuss with us and express their expectations regarding lessons and other work.

Staff members discuss regularly amongst themselves and give feedback, suggestion each other in organizing and implementing curricular aspects and curricular activities. External examiners also observe the practical's of B.Ed student and appreciates the good aspects and also suggest some remedies for further developments.

1.4 Curriculum Update :

1.4.1 B.Ed curriculum of Shivaji University has been just revised form June 2014 comprising 600 marks for practicum and 600 marks for theory. Initiatory School Experiences, Workshop on Constructivist approach, Development of language of life skill, Project related to community experiences, Diagnostic test on

content knowledge and remedial programme, Workshop on CCE etc. are added components of the course some new theory content are added in new syllabi.

1.4.2 Some Practices Play Major Role in Quality Improvement & Students satisfaction :

- Stress Management
- Brain Storming
- Pannel Discussion
- A.V. Aids Workshop
- Application of it in Education.

Strategy adopted by the institution for curriculum revision & update (Need Assessment feedback from practicing school & student input) The institution used the strategies like need of society, curriculum feedback by student teacher, discussion by the faculties after the formation of the curriculum.

1.5 Best Practices in Curriculum Aspects:

Faculty member contributed in syllabus framing, discussions are held in staff meeting, effective use of technology, formation of various committees for the implementation of years plan, co-curricular & extracurricular activates.

Criterion II : Teaching –Learning & Evaluation

2.1 Admission Process & Student Profile :

The director of higher education conducts CET examination throughout the Maharashtra state. The weightage for CET is 50% and for academic score it is 50% (B.A., B.Sc., B.Com., B.C.S., B.B.A.) all rights and regulations are governed by the government of Maharashtra. The reservation for SC/ST/NT/ OBC/SBC has been allowed as per the government rules.

The availability of subject wise total seats and college wise seats are precisely allotted by MKCL through online process. The documents of candidates are checked by Director of higher education, Pune and verified by the individual admission committee in the respected college of education where the student has provisionally admitted.

Admission Process

Advertisement in news paper by the Director of Higher Education Maharashtra State



Online Application Forms and submission of Application forms to the URL-
mkclhttp://oasis.mkcl.org/bed.



CET Examination



Fill options form by students



Display of category wise, subject wise list on the mkcl website – 1st Round



2nd Round



Spot Admission



End

The Director of Higher Education, Pune advertises the advertisement regarding B.Ed. admissions in the month of May/June. The Director advertises all the information in news paper and on the website oasis.mkcl.org/B.Ed.

The norms regarding qualification, CET syllabus, programme schedule, category wise seats have been given in the advertisement. The detailed advertisement for academic year 2012-13, 2013-14 and 2014-15 has been published in all popular newspapers by the Govt.

The admission committee is composed in the college. The committee verifies the documents, category wise and subject wise allotment by the MKCL. Adhering to current policies rules regulations committee to the director of the H.E. Pune if necessary.

There is 70% quota for Home university students, 28% for other universities of Maharashtra state and 2% for Other state university students. Students from Karnataka and Goa may have different linguistic and social cultural back ground. Such cases are handled according to their needs of method selection, hostel facility etc. Prof. S. B. Magdum and Prof. R. B. Patil.

(The detailed copy of rules and regulation of B.Ed. admission has been attached in the appendix).

2.2 Catering to Diverse Needs :

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

- a) Introductory speech of the Principal. The principal convey the following points.
 - General information about the ‘Vidya Prasarak Mandal, Gadhinglaj’.
 - Contribution of foundation member of the in building the emerging society.
 - Expectations from the newly enrolled student teachers.

- Teacher 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 nature of question paper and the scheme of making/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 teacher and finalized under the guidance of principal. Principal and the head of the subjects advise the colleagues to solve their difficulties.

d) Emotional needs home Sickness, aloofness, negative personality traits, depression or excessive confidence, weakness in competencies essential are indentified after admission. The focus is given on mastery of competencies and for overcoming security and the individual problems.

The slow learner, average learner and gifted are identified. Slow learner are given extra drills and practice in theory and practicum. While gifted are provided extra library books, advance references and advance method of learning like Brains storming Reflective Group Learning etc.

Following are used for catering diverse learning structures :

- Lecture Cum Demonstration
- Narration
- Discussion
- Panel Discussion
- Seminar
- Workshop
- Symposium
- Team Teaching
- Supervised Study
- Role Playing
- Dramatization
- Cooperative Learning

The strategies are selected according to content area and attainment level of students. The autocratic, democratic and mixed activities are equipped as per the needs. Peer teaching and practice teaching through models of teaching. It lessons self learning methods are also used according to needs and syllabus expectation.

Our 16 practice schools are having heterogeneous backgrounds. So we guide students according to the school where he/she has to teach. Microteaching, Simulated Teaching, Demo Lessons, Aids Preparation Workshop, Use of Internet, Mobile, IT Lesson etc. are the practices which help the students to improve their knowledge and skills.

2.3 Teaching – Learning Process :

The institution emphasizes interactive teaching-learning to a greater extent. The topic to be taught is put at the centre and students are encouraged to think about all dimension of the topic providing certain clues. They collect and review the information provided and form generalization draw some inferences or sometimes interpret the concepts in their own words. The Teacher Educator analyses the unit, identifies area of discussion, frames certain tasks, enlists topics for group discussion makes arrangement for presentation of reports based on group activities, projected works serves the discussion in class room.

2.3.1 List of students centered learning activities :

- A) Workshops :**
- 1) Initiatory School Experiences
 - 2) Micro Teaching
 - 3) Lesson Planning
 - 4) Demonstration Lesson
 - 5) Simulated Teaching
 - 6) Workshop on preparation of Teaching Aids
 - 7) ICT Based Lesson
 - 8) Action Research Workshop
 - 9) CCE Workshop
 - 10) Models of teaching
 - 11) Internship Programme
 - 12) Development of Language Skills
 - 13) Constructivism Workshop
- B) Methods and Strategies :**
- 1) Lecture cum Demonstration
 - 2) Seminars
 - 3) Problem Solving
 - 4) Project Method

- 5) Role Playing
- 6) Group Discussion
- 7) Simulation
- 8) Communication
- 9) Team Teaching
- 10) Co-operative Learning

Initiatory School Experiences Programme of Ten days is arranged according to the new syllabus. Microteaching technique is used & develop teaching skills are Set Induction, Explanation, Questioning , Stimulus Variation, Black board writing etc. Skills are being practical by each students. After practicing these Five skills Integrated Lesson has been practiced for integration of these skills.

After microteaching workshop the lesson planning workshop has been organized. In this workshop students are guided on Content Analysis, Objectives and their Specifications, Use of Teaching Aids, Evaluation, Closure, Knowledge Testing, Use of Methods, Approaches etc. After this each method master takes demonstration lesson on school students. After demo lessons one faculty member plans practice teaching schedule. The timetable is displayed one week before actual teaching. The process of practice teaching is as follow :

Classroom teaching has three mains phases

- A. Pre- Teaching
- B. During-Teaching
- C. Post-Teaching / Feedback Mechanism

A. Pre- Teaching :

- Allotment of lesson in various schools.
- General instructions regarding getting units, preparing lesson plan receiving guidance.
- Student teaching visits the school.

- Gets a teaching units
- Discussion with the school subject teacher about teaching methodology, teaching aid, support material, suitable examples.
- Students prepare lesson not the help of teacher educators.

B. During Teaching :

These stage to related to activities of the student teacher in the classroom.

Student Teachers Teaching :

- Introduces the unit.
- Present the content with the help of experiences using different type of teaching aids, techniques and approaches and makes efforts students understand the contents.
- Use comprehensive question of all type covering cognitive, affective and psychomotor domains.
- Evaluation
- Gives assignments to pupils

Lesson Observations :

- Teacher Educator Observes the Lesson.
- Peer Group Observe the Lesson.
- Observations are noted in the form of Strengths and Weaknesses.

C. Post Teaching / Feedback mechanism :

Feedback by peer group

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

Feedback by Teacher Educator

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

They from peer and teacher educator's feedback the student teacher learnt about teaching. All suggestion are valuable for improvement.

2.3.4 Allotment of Lessons :

- Students are allotted when practice school are available.
- All lessons are observed Teacher Educator.
- Peers observe the lessons (Minimum 31 lessons).

Monitoring Mechanisms of Lesson Plans :

- Lesson department allots practice lessons on student teacher.
- As per the allotted lessons student teacher visits the school and meet the subject teacher.
- The subject teacher gives the content 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.

Out of four families of Models of Teaching Role-Playing, Concept-attainment, Advance Organizer, Inquiry Training Model, Inductive thinking models are selected. Out of these students have to select any two and use them in his/her two methods.

2.3.5 Internship Programme :

We design four group of students for internship programme and four schools are selected for the same. The planning has been done before 2 week regarding the lessons, observation of school record, supervision; co-curricular activities etc. have been planned.

The principal and staff selects trainee H.M., Asst. H.M., Supervisor, Treasurer, Subject Teachers, Head of various Departments etc. two teachers educators appointed per group for guidance.

The total period of internship is two weeks where students complete 5 + 5 block teaching lessons and other lessons.

The activities conducted during this programme are :

1. Organizing morning assembly.
2. Preparing Lessons Plan and have guidance.
3. Getting guidance and feedback from experienced teachers/
4. Practice (Block) teaching of 5+5 lessons and lesson observations.
5. Observation of two lessons of experienced teacher.
6. Participation in value education, work experience and social services.
7. Preparation of unit plan and unit test.
8. Assessment of answer books and preparation of result.
9. Assessment of home assignments.
10. Guidance and counseling to small groups.

11. Maintaining & attendance register.
12. Firsthand experience of record keeping and maintenance of stock register.
13. Visit to the library, laboratory and computer lab of the school and observation of the registers.
14. Organization of interclass completion cultural programmes, sports etc.
15. Organization co-curricular activities.
16. Haladi-Kunku samarambh.
17. Guest Lecture.
18. Preparation of time table.
19. Van Bhojan.
20. The meetings has been conducted with Head Master, Supervisor, Teacher and Group Teacher.

2.4 Teacher Quality :

2.4.1 The meeting of Subject Teacher is being called where lesson plan blueprint is discussed and changes are made accordingly. The ratio of Student Teachers and practice teaching on (14/1) Teacher helps and Co-operates the student teacher in planning implementing and they provide feedback by observing lessons.

Feedback by peer group, feedback by school teachers and feedback by teacher educator i.e. method master is used to improve performance of trainee teachers. Knowledge about SS code, new policies of the Govt. appointments, Role of teacher and H.M. various regulatory bodies, School registers etc. are components of Paper No. III which updates student knowledge in this response.

2.4.2 The Principal motivates the Staff join the seminars, workshops and conferences to update themselves. He motivates to improve qualification and professional promotive aspects.

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

- Co-operation of the subject teacher to play and implement the practice teaching programme with respect to the time table the unit content.
- Change 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 teachers role in practice teaching programme.

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

Mentor – Teachers role in practice teaching programme.

- To allot the lesson the student teacher.
- To provide lesson guidance.
- To observe the lesson and given feedback.

2.4.3 The following initiatives are undertaken in institution for faculty development by encouraging.

- Participate in seminar, workshop, conferences.
- Design the curriculum.
- Spare teachers for guest lecturing.
- Use of the internet.
- Participate in orientation and refresher course.
- Arrange guidance from Sanstha authorities and retired persons to develop work culture and professional efficiency.

2.5 Evaluation Process and Reforms :

Two tutorials, 2 assignment each papers, internal examination, practice lesson observations, microteaching schedule, viva oral examination, the student final examination by the university etc. are used to assess students during the academic year.

The total evaluation procedure is communicated in the beginning of the course and formative tests and assignment outcomes are communicated by returning answer books. The open discussion is organized on why/how/what of good, scoring, average performance.

ICT is used for paper printing, result preparation i.e. cumulative record writing etc. B.Ed. part II practical where teacher educators records the performances of the students cumulatively.

2.6 Best Practices in Teaching Learning and Evaluation:

1. Use of IT in each method lessons.
2. Distinctive subject class for each methods.
3. Educational Visit.
4. Gathering
5. Merit Student Award.
6. Personality Development Programme
7. Subject Knowledge Test.

Criterion III : Research , Consultancy and Extension

3.1 Promotion of Research

3.1.1 Institution motivate to teachers to take up research in education

- The principal and the research cell of the institution always guide and motivate the faculty for research activities.
- Time being adjustment is made to encourage the faculty to participate in seminars , workshops symposia etc. University level, state level and national.
- Provision and availability of various periodicals , encyclopedicals , research volumes journals and reference books is made in the library.

3.1.2 Institution encourage action research.

- The faculty and student teacher become aware of educational problems, methods of solving the problem.
- It is beneficial to various school in rural and urban areas.
- The research attitude is developed among student teachers.
- The healthy relationship is formal between faculty and student teacher.
- Academic and administrative process is enhanced.
- There is improvement of content knowledge of various subjects diagnostic testing and remedial teaching among the students.
- Other Institutes (Sharada Institute of Gadhinglaj) D.S.M. students have completed their action research to the help of our college Teacher Educator.

Numbers of seminar / workshop / conference attended by the faculty member in last three year.

Year	SNS	SBM	VND	RBP	AMN	SSJ	MMV
2012-13	---	---	---	1	---	---	---
2013-14	---	---	---	---	---	---	---
2014-15	2	6	1	6	7	6	3
Total	2	6	1	7	7	6	3

3.2 Research and publication output.

3.2.1 Instructional and other materials developed including teaching aids and / or used by the institution for enhancing the quality of teaching during the last three year.

Sr. No.	Subject area	Material development used
1	Teaching Models	Theory and classroom teaching
2	School subject	PPT, transparencies Models , charts.
3	IT	P.P.T., Multimedia

3.2.2 Facilitates available with the institution for developing instructional materials.

- I T lab
- Science Lab
- Guidance and consoling cell
- Psychology Lab etc.
- Library internet access journals , expert resource person are available to develop instructional materials.
- All method members used transparencies, power point presentation, models, charts poster etc. They have prepared C.D.s of It lessons.
- The College has organized teaching aids preparation workshop with Z.P. school teachers.
- College organizes teaching aid preparation workshop in each academic year.
- MR. R.B. Patil has attended on day workshop on ICT.

3.3 Consultancy

- The staff provide consultancy services to B.Ed., CET, TET students consultancy in stress management, problems of girls family problems etc has provided accordingly.
 - Communication skill - SBM
 - Personality development - AMN
 - Career guidance - R.B.P.
 - New trends in educational - VND
 - About girls problems - SSI
 - Academic Official Problem - ADD
- All consultancy services are provided voluntarily.

3.4 Extension services/Activities

3.4.1 Contribution of the institution through various extension activities out reach programmes.

- local community is benefited from the institution by following ways.

- Environmental awareness
- Personality development
- Educational research
- Use of library and physical facility
- Acquaintance with disaster management
- Awareness about health and hygiene
- Educational guidance and counseling
- Awareness about cultural and national heritage, social issues, human rights etc.
- Directions to find solutions on personal and institutional academic problems.
- For inculcation of social and citizenship values the college organizes morning assembly, national celebration, Jayanti, Punyatithi, Rallies, Road Shows, Dramas on various themes being conducted.

Institution has benefited from the community by following ways.

- Awareness about present need of the schools.
- Awareness of inclusive education among students.
- Experts from the community give their expertise to the institute.
- Feedback to institution for quality improvement.

3.5 Collaborations

3.5.1 The institution is closely linked with the school sector through:

- Practice teaching
- Internship programme
- Action researches
- Alumni association
- Guest lectures
- Parent institution
- D.S.M. students (Sharada Institute, Gadhinlgaj)
- District education offices.

3.5.2 Faculty actively engaged in school and with teachers and other school personnel to design, evaluate and deliver practice teaching.

Annual planning of teaching is framed in school-college forum

- Faculties plan and implement the practice teaching programme with the co-operation of teachers and other school personnel
- The faculties and the school teacher observe the lesson and give feedback
- The delivers the lectures for school teachers on innovative teaching methods is internship programme.
- 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.

3.5.3 The college provides teaching aids to the schools our faculty members works as resource persons. Rally are being arranged in association with local schools and teacher. There is sound collaboration among BOS members, Department of education Shivaji University, Kolhapur etc Shri. S.B. Magdum has guided many students of DSM course conducted by Sharada Institute of Gadhinglaj. Shri. V. N. Deshpande and Dr. S. N. Shinde have delivered lectures on various subjects on different schools, colleges.

3.6 Best practices in research consultancy and extention.

3.6.1 *Our institution enhance quality of research, consultancy and extension activities major measures as are follows.*

- Use of ICT
- School college forum
- Guidance to DSM students of Sharada Institute of Education, Gadhinglaj.

3.6.2 *Folloiwnng are the significant innovations/good practices in research consultancy and extension activities of the institution.*

Research

- Action researches by student teacher

Consultancy

- Guidance and counseling cell

Extension

- Activities in internship programme
- Participation in activities of university
- Participation in activities of parent institution.

Criterion IV : Infrastructure and Learning Resources

4.1 Physical Facilities:

4.1.1 The institution have physical infrastructure & learning resources as per NCTE norms:

Lecture hall, Library, Ladies Room, Computer Lab, Technology Lab, Psycho Lab, Auditorium, Internet Connectivity, NAAC cell. Store room, Strong room, Science Lab, 3.3 Acre Playground, Xerox facility, 16 Practice Teaching School, Canteen. Along with these Our College Technology Lab is well equipped with L.C.D., OHP, Tape Recorder, Radio, Video Camera etc.

4.1.2 For keeping academic growth COE spends money for maintenance of infrastructure college of education has improved compound around the Building, Settled Acquaguard, Water Purifier etc. Table, Musical Instruments, Side Drum, Cymbals, Trumpet, Hollyball Net & Balls, Cricket Ball, Bat, Stumps, Mat etc. Audio System, Bass Drum, & Social Service Activities Instrument are available.

4.1.3 Our college shares the following resources:

- | | | |
|------------------------|---|-----------------------------------|
| 1. Multi Purpose Hall | – | Dr. Ghali College, Gadhinglaj |
| 2. Central Library | – | Dr. Gahli College, Gadhinglaj |
| 3. Gymnasium | - | Kitturkar Jr. College, Gadhinglaj |
| 4. Musical Instruments | - | New Horizon School, Aurnal |
| 5. Science Lab | - | New Horizon School, Aurnal |

We take help from Kedari Redekar Rugnalaya for Health Checkups & Keep Hygienic by our college.

4.2 Maintenance of Infrastructure:

4.2.1 Budget allocation and utilization in the 3 years for the maintenance of the following

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport

4.2.2 The infrastructure is utilized as per timetable of the college; it is optimally used by Parvati High School, Aurnal, New Horizon School, Aurnal, Revenue Department & during contact sessions. The college has prepared cubicles for the staff, library, counter for office of using wooden furniture. The college of education takes care to use wastage furniture by repair and renewal of it.

4.3 Library as a Learning Resource :

4.3.1 The college has qualified librarian as per the norms. The college library provided library facility to the staff. It issues unlimited no. of book & reference material. The resource material has been shared with Horizon School, Aurnal

and Parvati High School, Aurnal. The student of B.Ed. & Teachers from various schools uses the library books for advance studies.

There is library committee, Dr. S. N. Shinde, Manisha Patil, Mr. V. N. Deshpande, Mr. R. B. Patil, Mrs. Sadhana Fugare etc. are the members of it. The meetings are conducted to update the Resources, Books, Journals etc. new books are purchased within the allowed budget. The computerization of library is under proposed plan of Library Development. Xerox facility is available at no profit no loss basis. The time schedule of library is 10.30 am. To 5.30 pm. On Monday to Friday and 8 am. To 12 am. On Saturday And 12 hours per day during examination. There is a book bank facility for B.Ed. students.

4.4 ICT as Learning Resource.

4.4.1 There are 2 computers for office & there is separate computer lab for students.

Where there are 10 computers with internet connectivity. Audio visual material is available in technology lab which is used by the students & staff. There is provision of imparting computer skills in the curriculum. The paper learning resources & evaluation includes ICT skills it includes

- 1) Instructional System
- 2) Media Technology
- 3) Management of Educational Resources
- 4) Communication & Information Technology
- 5) Computer & Operating System
- 6) Networking etc.

This paper consists preparation of instructional material using MS word, MS Power Points, MS Excel etc. student are also switched to MS-CIT examination. There are ICT lessons of 20 marks where students we all their skills in presentation through power point. The faculty members do use Power Point, OHP and Picture Multimedia in Teaching Learning Process. Student teacher adopt technology in practice teaching, development of lesson template. They prepare posters

pictures by downloading from internet. They are use mobiles, programme, learning for classroom teaching.

4.5 Other Facilities :

- LCD, Dias, Audio system Video camera, Digital Photo Camera is being shared by various Schools and Government Offices. They used classes, Generator, Auditorium etc.
- There are subject wise C.D., Tape Recorder, Radio. The teachers advise student to use the media technology to faster better learning in the classroom.
- Science lab, Psychology Lab, Computer Lab etc. are well equipped. The classes of education maintains of equipments time to time.
- Lecture hall is well equipped with All Media Technology, LCD, OHP etc. is being shifted in other method rooms as per the recruitment.

4.6 Best practices in infrastructure leaning resources :

1. All infrastructure used by student & teachers in centered group methods to facilitate better learning.
2. School Experience Lesson, Student Feedback are some of the innovative practices of us.

Criterion – V : Student Support & Student Progression

5.1 Student Progression

For B.Ed. admission in the state the Govt. of Maharashtra conducts Common Entrance Test (CET). The test evaluates students professional Attitude, Aptitude, Knowledge about teach learning process etc. The campus of our institution is supportive for the students because Hostel Facilities, Computer Lab Facility Qualified Staff & Healthy Environment.

5.1.1 Additional Guidance is provided for NET/SET, TET, CTET through which following students have benefited.

- | | | |
|---------------------|---|-------------------|
| 1. Namadev Kamble | - | SET |
| 2. Magadum Anuradha | - | SET |
| 3. Chougale Mahesh | - | P.hD. |
| 4. Divati Asmita | - | TET |
| 5. Divati Anoj | - | CET (M.Ed.) |
| 6. Chavan Poonam | - | CET (M.Ed.) |
| 7. Bagavan Niyanaja | - | P.hD. appear |
| 8. Patil Basavraj | - | NET |
| 9. Desai Vijay | - | M.Phil, P.Hd, SET |
| 10. Patil Basavraj | - | P.hd. appear |

The Training on A.V. Material preparation is conducted through workshops and IT Lesson & Educational Technology. We display information regarding various opportunities in education departments of the State & Institution. There is placement cell for this purpose local institutions contacts us for meritorious teachers where we supply subject wise list.

There are 3 School 1 CBSE School of Vidya Prasarak Mandal and Other 12 High Schools & Primary School where we conduct Practice Teaching Head Master appeal us to recommend good candidates for English, Maths, Science. So we recommend whenever there are vacancies.

5.2 Student Support :

- Before commencement of the academic year the time table of all curricular & co-curricular activities has been prepared. While allotting the work interest of the staff is considered. Also the feedback of the students considering planning and implementing curricular & co-curricular activities.
- Newly joined Teachers get guidance by us on recent pedagogy but it is informal practice.
- Students Centered & Democratic Strategies are used in teaching learning process.
- We have our website www.jagrutibed.com. According to UGC we have posted the information changes are renewed yearly.
- Advance learners are provided extra book references from the library. Reflective thinking like higher order questions are composed in formative evaluation.

- Lectures on personality development counseling on personal problems like family tension, homesickness, and examinations are some of the areas where guidance & counseling is provided.
- Students place their chits regarding their problem in suggestion box which is fixed in campus area. The data is disclosed monthly by the committee & decisions are taken.
- By assignments practical work tutorials the progress of students has been monitored and each method master evaluates the students performance & feedback is given.
- Micro Teaching is the base of Skill wise Training, Bridge Lesson – Simulated Teaching – Practice Teaching – the follow up is taken as per 20 point scale (observation). Weaker skills are practice again & again up to minimum level of mastery.

5.3 Student Activities

5.3.1 Alumni Association is as follows –

1. Patil Prakash Suresh	-	President
2. Shinde Nilam Pramod	-	Secretary
3. Ghotkhinde Anuradha A.	-	Member
4. Dadalakar Mohan G.	-	Member
5. Shinde Vishnu Sunil	-	Member
6. Arbole Gaury Vijay	-	Member
7. Kadam Mayurika R.	-	Member

5.3.2 Students Council :

Dr. S. N. Shinde	-	President
Prof. V.N. Deshpande	-	Lecturer
Smt. S. S. Fagare	-	Secretary
Shri. N. B. Patil	-	N.S.S./Adult Education
Shri. D. S. Sutar	-	Cultural Programme
Smt. P. G. Surve	-	Student Representative
Smt. K. B. Vibhute	-	Student Representative

- Wall Paper – Wall papers are published on various Jayanti like Mahatma Gandhi, Mahatma Phule & Hindi Din, Science Day, Teacher's Day etc.

Wall Paper –

- M. K. Gandhi - Divati Anuj
- Hindi Day - Fagare Sadhana
- Science Day - Survey Pratibha
- Environment - Dipti Jadhav
- Marathi Day - Divati Anuj.

- Guest Lectures – Guest lecturers was conducted.

Guest Lectures –

- Personality Development – Kulkarni A.
- C.C.E. – B. M. Magadum
- Value Education – Dr. Bhukele

- We appoint student representatives on sexual harassment, grievance redressed, library committee etc.
- We take feedback from trainee teachers Allumni students the information collected is used to improve overall functioning of the college.

5.4 Best Practices in student support and progression

Organization of different workshops, guidance & counseling, book bank facility, placements cell, grievance redressed are the best practices.

Criterion VI : Governance & Leadership

6.1 Institutional Vision & Leadership :

6.1.1 Institutions purpose vision, mission & values.

Motto –

The motto of the institution is “Vidye Vina Na Jagruti.” in keeping with this motto the institutions purpose vision, mission & values are as follows.

Purpose-

The purpose of the institution has already been stated in criterion 1.1.1.

Vision-

The vision of our instate is to educate & create awareness among young generation.

Mission-

1. To give quality education to develop students overall personality.
2. To inculcate various teaching skills among the students through proper guidance & practice.

Values-

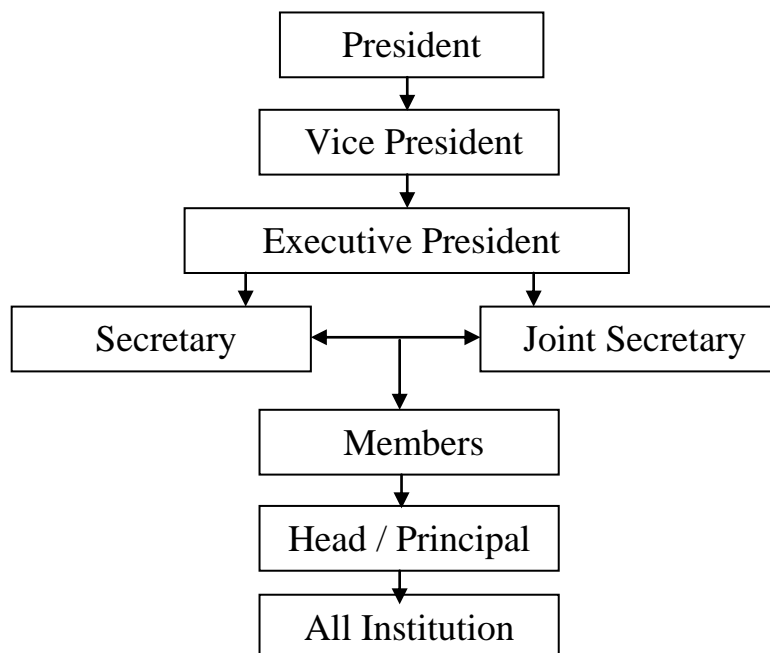
The institution tries to inculcate following values among its stakeholders.

- Social awareness
- Universality
- Gender equality
- Patriotism
- Scientific attitude
- Equality, democracy & secularism
- Protection of environment .

Our institutions mission includes institutions goals, objectives in terms of addressing the needs of the society, value orientations. Tradition of the institution. Needs of modern teacher trainees.

6.1.2

Administrative mechanism of 'Vidya prasarak mandal Gadhinglaj'



Following contribution of management for effective & efficient transaction of teaching & learning process.

- Forming LMC
- Recruitment of required & infrastructural development
- Monitoring, Inspecting & coordinating the academic activities.
- Guidance for enhancing the quality improvement
- Organization of workshops, seminars & conferences.
- Organization of the speeches of eminent
- Personalities in higher education.
- Felicitation of student, teachers & colleges for outstanding performance.

- Provision of internal audit system.
- Encouragement for conducive work culture.

6.1.3 The responsibilities have been define by the university as well as the management to the faculty & other staff. These are communicated & defined at the time of appointment by the principal. At the beginning of the new academic year academic responsibilities are defined by the principal to the faculty. Management ensure that valid information by feedback of individuals in meeting, feedback from suggestions through suggestion box suggestions from presents, reporting of need of the department. The institution has no barriers in achieving vision & goals. Management promotes & encourages the staff for their professional growth. Appreciates achievement in the form of felicitation through the local management committee.

The head of the institution plays an important role in carrying out activities of the college through the perfect co-ordination of various committees (BOS Committee, various principals of collges.)

6.2 Organization Arrangement.

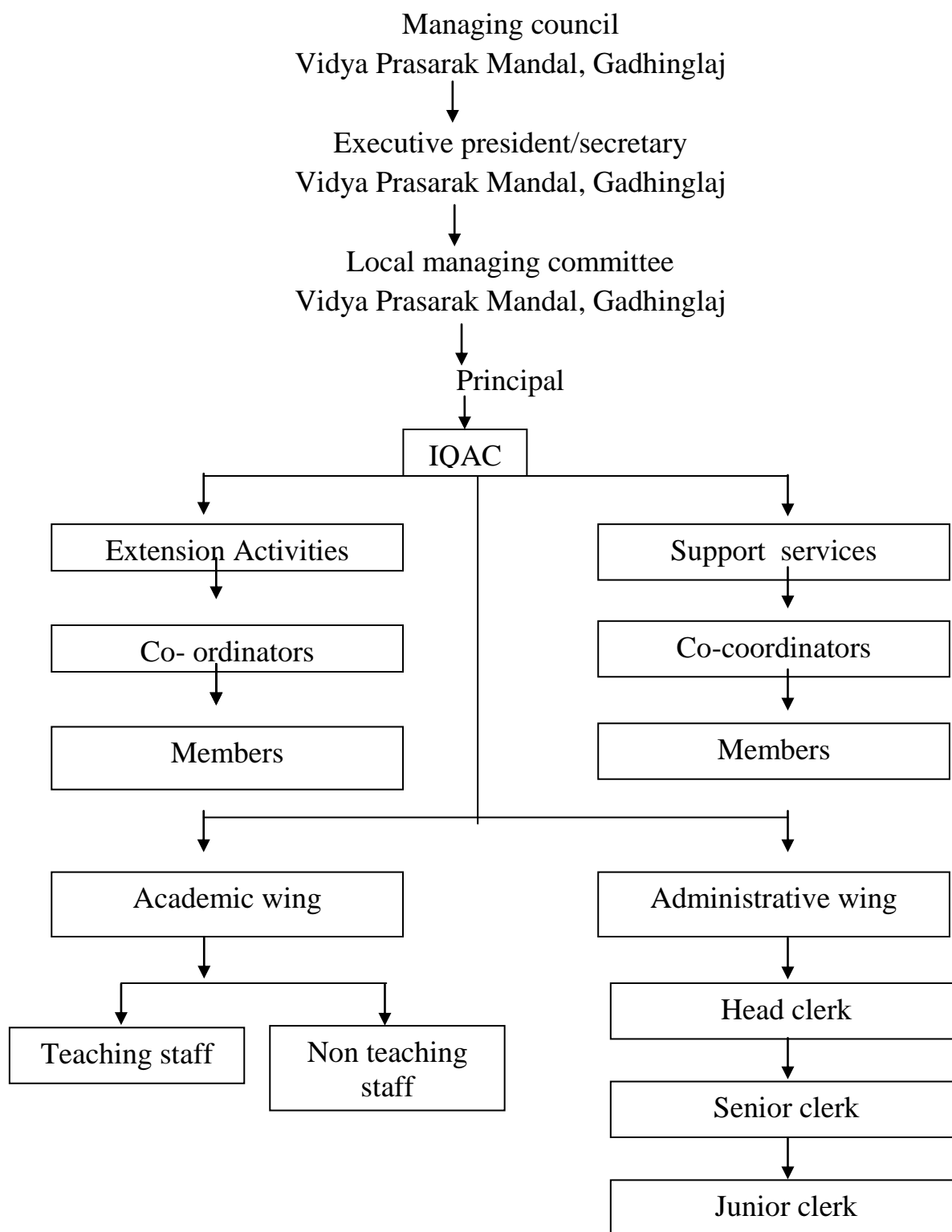
6.2.1 *Following are the different committees constituted by the institution for management of different institutional activities & also work distribution.*

- Name of Department
- Micro teaching
- Simulation teaching
- Model of teaching
- Action research
- Evaluation & planning

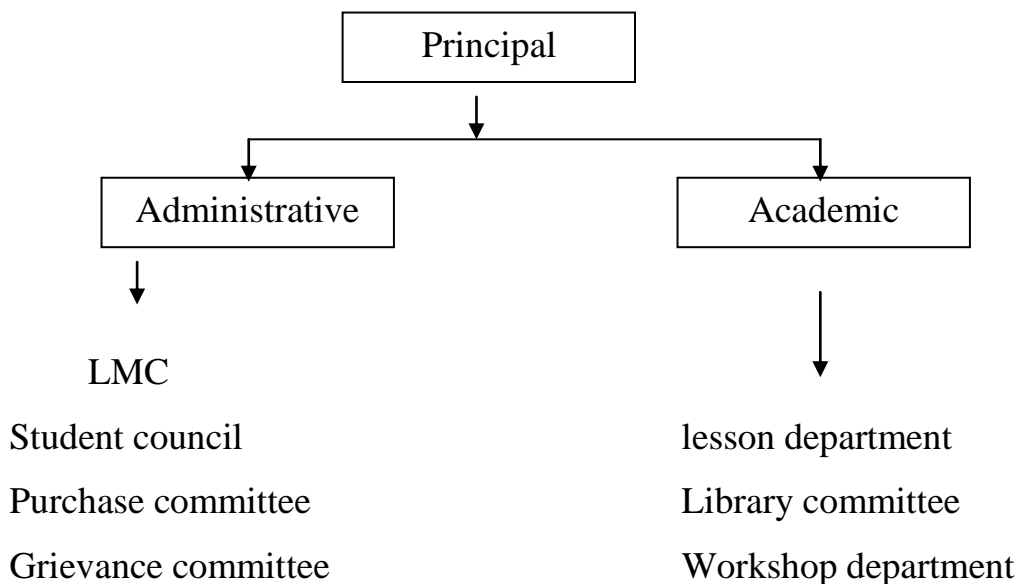
- Lesson Department /Classroom teaching
- Information Technology
- Physical & Health Education
- Creativity / personality
- Tutorial & Exam & Remedial teaching
- Internship
- Placement cell
- Library
- Educational teaching aid
- Publicity
- Discipline / Redressal
- Lead college
- Purchase / Building committee

No.	Name of the Committee	Date of Meeting
1.	Local managing committee	16-10-2014
2.	Finance & purchase committee	31-07-2014
3.	Student council	30-09-2014
4.	Library committee	25-07-2014 16-09-2014
5.	Redressal cell	22-09-2014
6.	Anti raging committee	06-10-2014
7.	Discussion & workshop committee	13-10-2014
8.	Development fund investment	06-08-2014

6.2.2 The Organizational Structure of the College



Details of the Academic & Administrative Bodies of the Intuition.



6.2.3 Structure & details of Functioning of Administration.

In the following manner institution is decentralized to improve the quality of educational provision in the Intuition. The Principal look after administrative work of the college & communicates with the heads of departments. Heads of various committee are expected to plan & organize the implementation of task office administration is handled by the senior clerk work is distributed among them as per their designations.

6.2.4 Quality of Educational Provisions.

The Institution collaborates with other sections, departments & school personal through meetings, circulars, discussion, observation, email, telephone communication & mobile communication to improve the quality of educational provisions.

6.2.5 Decision making & Performance Improvement.

In decision making & performance improvement institution use the various data & feedback obtain from the stakeholder regarding library schedule practicing school allotment provisions of getting extra books organization of workshop etc.

6.2.6 Promoting cooperation sharing of knowledge innovations & empowerment of the faculty.

Institution promotes the faculty development programmes, participating in different University committee, organizing workshop, seminars, prizes & incentives.

6.3 Strategy Development & Deployment

6.3.1 Institution allocate recourses for accomplishment & sustaining the changes resulting from the action plans use to form various committees for the effective functioning meeting with the staff, students council LMC etc.

To fulfill the mission institution needs short term plans, long term plans, some time staff & student teachers gave their best sometime time bond strategies developed for effective implementation. Academic plan & the calendar are prepared by the committee. The principal considering the feedback interactions & meeting with staff. The objective of the institution are communicated through meetings, notifications, various functions by institution & open discussion.

The goals, objectives of the institution introduced at introductory speech by the principal.

Through the analysis of results Internal Examination, University Examination quality of the practice work opinions of presents opinion of practicing school teachers we evaluate & revise the vision, mission &

implementation of plans monitored. Using LCD projector, OHP, collections of data preparation & analyze the result institution plans & use the new technology.

6.4 Human Recourses management.

6.4.1 The institution use to evaluate the Faculty & other Staff strategies are used i.e. evaluation by students, suggestion box, evaluation by principal, peer evaluation.

6.4.2 *Welfare majors by staff & faculty*

Group insurance is one of the scheme of the University.

6.4.3 Institution conduct staff development programme for skill up gradation of the teaching & non teaching staff some activities are organized by the institution for e.g. motivation to participate in the seminar & conferences, organization of guest lectures.

6.4.4 *Implementation plans for recruitment policies.*

Our college communicates the information about vacant post to be filled in advertise in the news paper & on the university website. Recruitment is done according to university, government, UGC & NCTE norms salary is given as per 5th pay commission.

For part time & local appointments advertisements given as walk in interview the selection of the candidate is through LMC Vidya Prasarak Mandal's Jagruti B.Ed. college Gadhinglaj.

6.4.5 *Physical facilities provided to faculty.*

Guidance cabins to each faculty separate toilets for gents & ladies staff purified water filter. Zerox & parking is provided by the institution.

6.4.6 The workload is allotted to each faculty member evenly as per the ability & previous experiences, practicum distribution workload is allotted it is also even distribution Different workshops lectures allotted to the faculty considering the proficiency & it is as per university norms.

6.5 Financial Management & Resource Mobilization.

6.5.1 From Students Educational fees, source of revenue & income generated.

6.5.2 The quantum of resources mobilized through donations is nil. The operational budget is adequate for the institution to cover day to day expenses. At a times, when the budget shows deficit due to some major incidental expenditure, the institution helps the institution to meet the deficit. The budgetary resources to fulfill the missions & offer quality programs are fees, financial support from the management, internal resources.

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 CA & the government. The queries are resolved & these also serve as guideline for further details. The institution has partially computerized its finance managements system.

6.6 Best practices in government & leadership

6.6.1 following are the significant best Practices in governance & leadership.

- Carried out by the institution
- Active participation of students council
- Effective & efficient transition of the teaching
- Learning & evaluation process.
- Regular guidance & motivation by the managements.
- Feedback mechanism.
- Efficient external audit system by the management.

Criterion VII : Innovative Practices

7.1 Internal Quality Assurance System

Establishment of Internal Quality Assurance cell (IQAC) 5-7-2014

The composition of the IQAC.

Shri G.C. Bandi	President
Dr. Nagesh Pattanshetti	Medical member
Ad. S.B. Desai	Member (Law)
Shri R.S. Patil	Social worker
Shri. R. A. Daddi	Social worker
Shri S.D. Pdmnnawar	Educationalist
Shri Dr. S.N. Shinde	Principal
Shri S.B. Magadum	Co-ordinator
Shri. V.N. Deshapande	Teacher representative
Shri. R.B. Patil	Teacher representative
Smt. S.S. Jadhav	Teacher representative
Shri A.M. Navale	Teacher representative
Shri A.D. Daddi	Nonteaching representative
Shri V.B. Bandi	Non teaching representative
Smt. S.S. Fagare	Student Representative
Smt. K.B. Vibhute	Student Representative
Shri Prakash patil	Alumni students
Smt R. D. Magadum	Alumni students

The major activities of the IQAC

Encouragement of quality networking. Imparting the information of quality aspects. Promotion of innovative and extension activities. Enhancement in quality of activities. Recording and monitoring quality measures maintain reporting.

7.1.2 Following mechanism is used by our Institution to evaluate the achievement of goals and objectives.

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

7.1.3 The Institution Ensures the Quality of it's Academic Programmes as follows.

- Effective organization of workshops
- Initiation in organization of various cultural activities.
- Mentor scheme
- Continuous evaluation of students.
- University results.
- Feedback by stakeholders.

7.1.4 The Institution Ensures the Quality of it's Administration and Financial Management process as under.

- Meeting with LMC
- External audit by CA
- Fulfillment of staff
- Consultation with senior staff members
- Adaptation of good practices of the institution
- Orientation to non-teaching staff
- Proper maintenance academic record.
- Transparency in financial transaction.

7.1.5 The Institution Identifies and share Good Practices with Various Constituents of our Institution as follows.

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

- Lectures
- Discussion
- Meetings
- Correspondence
- Telephonic communication
- Website
- Newspapers
- Displays
- Organizing functions

7.2 Inclusive Practices

7.2.1 Our institution sensitise Teachers to issues of inclusion and the focus given to practices mentioned in the National Policy and School Curriculum as below.

- Identification of children with special needs.
- Need of special education.
- Catering special education needs
- Concert of Integrated and Inclusive education
- Child Exploitation.
- Developing attitudes & Competences for inclusion.

While following the admission procedure justice is done to physically challenged and female students.

The Teacher Educator who teaches the above topics ensures that Student Teachers are sensitised to inclusive practices through discussions of the basic topics.

Gifted Students-

Students who demonstrate high achievement are encouraged to participate in various competitions. With the assistance of gifted students the co-operative learning

technique is implemented. Gifted students are included in the planning of various curricular and co curricular activities.

Academically weak students-

Extra coaching, counseling and guidance is given in carrying out various academic 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.

7.2.2 The provisions in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning as under.

The Institution includes organizational 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. 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.

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

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 school is a regular feature to familiarize the teacher trainees with the challenged students.

7.2.3 The details on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction active engagements and self motivation as follows.

1) Activities for active engagement in learning creativity

- Self introduction
- Book reviews
- Workshops
- Teaching practices.

2) Activities for positive social interaction

- Internship programmes
- Rallies
- Cultural activities
- Students council

3) Activities for self motivation

- Cultural activities
- Guest lectures
- Personality development programme.

7.2.4 Our Institution ensures that students teachers develop proficiency for working with children from diverse background and exceptionalities through the following activity.

- Internship Programme
- Organizing cultural activities
- Visits to special schools.

- Deaf and Dumb 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 Our Institution address to the special needs of the physically challenged and differently abled students enrolled in the institution in the following way.

- Personal guidance
- Extra time in examinations
- Convenient schools for internship.
- Convenient schools for practice lessons.

7.2.6 Our Institution handles and responds to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues) as follows.

- Suggestions through meetings
- Communication with parents
- Guidance through introductory speech by the principal
- Organizing guest lectures on legal issues.
- Mentor scheme.
- Establishment of woman redressal cell as per university guidelines.

7.3 Stakeholder Relationship

7.3.1 The Institution ensures the excess to the information on organizational performance (Academic and administrative) to the stake holders as under

- Meeting of LMC
- College website
- Daily news papers
- Display on notice board

7.3.2 Our Institution shares and uses the information/data on success and failures of various processes satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement.

1) Successes of various process are shared to motivate through

- Felicitation programmes by students council and the institute
- Publishing through news papers, display on notice board.

2) Failures of various processes are shared for qualitative improvement through staff meeting

- Discussions
- Introspections
- Rethinking on planning and execution.

7.3.3 The feedback mechanism in vogue to collect and data from students, professional community, Alumni and other stakeholders on program quality are as follows.

- Suggestion box
- Students feedback
- Alumni feedback
- Parent oral feedback
- Feedback from LMC
- Curriculum feedback
- Head masters oral feedback
- Parent institution oral feedback experienced school teachers oral feedback
Internal and external examiner oral feedback.

Part III: Mapping of Academic Activities of the Institution

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	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials / Seminars																																	
Sessional Work test and Assignment																																	
Practical work																																	

Note- A week is of six working days and a day is of six clock hours. The table should cover the entire academic sectional & may be extended as per the requirement.

[illegible]



Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report(SAR)/ Self Study Report(SSR) are true to the best of my Knowledge.

This SAR/SSR 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/SSR during the peer team visit.

Principal

Jagruti Shikshanshastra Mahavidyalaya,
Gadhinglaj Dist-Kolhapur

Signature of the Head of the institution

with seal:

Place : Gadhinglaj

Date : 21/09/2015

