

## Part – A

### Data of the Institution

(data may be captured from IIQA)

#### 1. Name of the Institution

Government College of Education,  
CTE, Parbhani

- Name of the Head of the institution : Dr.Dhoot Urmila Murlidhar
- Designation : Principal
- Does the institution function from own campus : Yes
- Phone no./Alternate phone no. : 02452-240015 / 02452-240017
- Mobile no. : 9823555588
- Registered e-mail : gctepbn@gmail.com
- Alternate e-mail : urmiladhoot@gmail.com
- Address : Jintur Naka, Jintur Road, Parbhani
- City/Town : Parbhani
- State/UT : Maharashtra
- Pin Code : 431401

#### 2. Institutional status:

- Affiliated / Constituent : Affiliated
- Type of Institution: Co-education/Men/Women : Co-education
- Location : Rural/Semi-urban/Urban : Urban
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/: Govt.College (Grant-in-aid)  
Self financing (please specify) : 2f and 12(B)
- Name of the Affiliating University : Swami Ramanand Teerth  
Marathwada University, Nanded  
(Maharashtra)

- Name of the IQAC Co-ordinator : Dr. Jadhav Padma Mohanrao
- Phone no. : 9422214564
- Alternate phone no. : 9518378499
- Mobile : 9422214564
- IQAC e-mail address : gctepbn@gmail.com
- Alternate Email address : dr.pmj@rediffmail.com

3. Website address : <http://www.gctepbn.org.in>

Web-link of the AQAR: (Previous Academic Year):

<http://www.gctepbn.org.in/AQAR2017-18.pdf>

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

4. Whether Academic Calendar prepared during the year? : Yes  
if yes, whether it is uploaded in the Institutional website : Yes

Web-link: <http://gctepbn.org.in/aciii2017.pdf>

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 <sup>st</sup>	C <sup>++</sup>	67.50	2004	31 Dec.2004 to 31 Dec.2011
2 <sup>nd</sup>	B <sup>++</sup>	2.79	2016	1 May 2016 to 1 May 2022

6. Date of Establishment of IQAC: DD/MM/YYYY: 16<sup>th</sup> June 2012

7. Internal Quality Assurance System

7.1 Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & duration	Number of participants/beneficiaries
<ul style="list-style-type: none"> <li>• Submission of Proposal to RUSA for seeking grants for college development</li> <li>• Regular Meetings of IQAC to develop quality measures for college development.</li> </ul>	16 Dec. 2017 - 1  26 June 2017 - 1	B.Ed. Teacher Trainees B.Ed. First Year : 37 B.Ed. Second Year : 16
<ul style="list-style-type: none"> <li>• <b>Orientation programme for</b></li> </ul>	In the whole academic	

<p><b>first and second year teacher trainees to develop various abilities and skills</b> Teaching skills</p> <ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Reading and Reflecting on text skill</li> <li>• Self understanding and self evaluation skills</li> <li>• Research abilities</li> <li>• Communication skills</li> <li>• Presentation skills</li> <li>• Management skills</li> <li>• Report writing skills</li> </ul> <p><b>Field based activities</b>  Organisation of field based activities for development of Administrative and Management skills, leadership qualities, co-curricular and extra-curricular activities during internship period.  Organisation of various camps e.g. Health awareness camp, Science exhibition, Yoga camp, Orientation programme for adolescent girls students in the school, Work experience programme, Preparation of teaching aids, Organisation of parent meeting, Poster exhibition, Open interview of successful school student etc.</p>	<p>year</p>	
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**8. Provide the list of funds by Central/ State Government**

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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**9. Whether composition of IQAC as per latest NAAC guidelines: Yes**

\*upload latest notification of formation of IQAC : Yes

**10.** No. of IQAC meetings held during the year : 02

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website... : Yes

(Please upload, minutes of meetings and action taken report)

**11.** Whether IQAC received funding from any of the funding agency to support its activities during the year? : No

If yes, mention the amount: Year: : No

**12.** Significant contributions made by IQAC during the current year (maximum five bullets)

- \* Planning of Academic Calendar
- \* Qualitative implementation of curricular, co-curricular and extracurricular activities
- \* Organization of meetings for proper planning of field based activities
- \* Use of ICT in teaching learning process and co-curricular activities
- \* Participation of IQAC members in various educational, social programmes.

**13. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
<p><b>I. Curricular Aspect</b>            Organisation of meetings for proper planning and implementation of curriculum</p> <p><b>II Teaching Learning and Evaluation</b>            Organisation of workshops, orientation programmes for implementation of curricular, co-curricular and extra-curricular activities.</p>	<p>1. Distribution of workload among the faculty            2. Preparation of Academic Calendar            3. Preparation of Information Broachers, Workbooks, Evaluation tools, Tools for collection of data for partial fulfilment of the practicum</p> <p><b>Following activities are implemented successfully</b></p> <ul style="list-style-type: none"> <li>• Curriculum Orientation Programme</li> <li>• Talent search programme</li> <li>• Micro teaching workshop</li> <li>• Bridge lesson workshop</li> <li>• Practice lesson workshop</li> <li>• Demonstration lesson workshop</li> <li>• ICT workshop</li> <li>• Orientation Programme for Reading and Reflecting on text</li> <li>• Workshop for critical understanding of ICT</li> <li>• Orientation programme for Understanding the Self</li> <li>• Models of Teaching Workshop</li> <li>• Content cum methodology workshop</li> <li>• Pre internship meetings with schools</li> <li>• Pre internship orientation and planning workshop</li> <li>• Workshop for preparation of teaching learning material</li> </ul>

**Planning of Student Council activities, House activities, Club activities etc.**

**III Research, Innovations and Extension**

Promotion of research activities by the IQAC / faculty members

- Workshop for work experience
- Organisation of Various cultural activities
- Organisation of Annual gathering
- Publication of handbooks through study clubs
- Organisation of weeks, special days through study clubs
- Implementation of activities as per the government circular through houses.
  
- Participation of faculty members in International, National Seminars, Workshops, Symposiums and Conferences
- Publication of Research Papers in International, National Peer Reviewed Research Journals by the IQAC/faculty members.
- Worked as a resource person by the faculty members.
- Worked as a Teachers Handbook Committee member by the faculty.
- Implementation of research based practicum/activities by the faculty.
- Research based practicum completed by the teacher trainees.

#### **IV Infrastructure and Learning**

##### **Resources**

Maximum utilization of existing infrastructural and learning resources

- Administrative and Academic Heads are designated by the IQAC for proper execution of every activity in the institution under the chairmanship of Principal

- Use of various laboratories for completion of curricular, co-curricular and extra-curricular activities e.g.

ICT Laboratory, Psychology Laboratory, Science Laboratory, Mathematics Laboratory, Social Science Laboratory, Art and Craft Department, Teaching Aid Department, Library /Department, Various Teaching Learning Resources, NAAC/IQAC Department, Competitive Examination Department, Placement Cell, Guidance and Counselling Centre, UGC Department, Examination Department, Student Grievance Cell, Women Grievance Cell, Information Department, Language Department, YCMOU Study Centre Department etc.

Various online and offline resources

#### **VI Governance, Leadership and Management**

Governance, Leadership and Management Skills and abilities are developed among the teacher trainees through following activities:

- Student Council activities
- House activities: Three houses/cool are

	<p>formed and teacher trainees are distributed in these houses. Every house has given equal duration of a academic year. Total activities including morning assembly are conducted by the house in the innovative way.</p> <ul style="list-style-type: none"> <li>• Subject wise Club activities e.g. Language Club, Science Club, Mathematics Club, History Club, Geography Club etc.</li> <li>• Internship programme : Group wise activities,</li> <li>• Various competitions, participation in various competitive examinations,</li> <li>• Seminar, Group discussion, Presentation of practicum.</li> <li>• Personality development programmes</li> <li>• Guest lectures, Special lectures</li> <li>• Rallies etc.</li> <li>• Monitoring System</li> </ul>
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**14.** Whether the AQAR was placed before statutory body? : Yes

Name of the Statutory body : IQAC      Date of meeting(s) : 20 April 2018

**15.** Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? : **No**

**16.** Whether institutional data submitted to AISHE : Yes

Year: 2017-2018      Date of Submission: : 15/01/2018

**17.** Does the Institution have Management Information System? : **Yes**

If yes, give a brief description and a list of modules currently operational.  
(Maximum 500 words)



**The Institution has Management Information System (MIS) is implemented as follows:**

1. **Internet Connectivity:** The institution has partial MIS system. There is internet and Wi-fi system in the administrative and some academic section like computer department, library, and staff room and in college campus.
2. **Admission Process:** The admission process for B. Ed. course is totally centralised. Admission process is conducted through CET Cell, Govt. of Maharashtra, Mumbai. Centralised Admission Process (CAP) is conducted through the various admission rounds. For the seeking proper information of the college related to the admission process to the candidates is made available on admission related websites. In this way the Management Information System (MIS) is totally adopted for the admission process.
3. **Institution Related Information:** Information related to the institution such as physical and infrastructural facilities, faculty information, staff information, student information, is provided to various agencies through various links. This information is available on MIS Portal and college website.
4. **Students Scholarships:** Process of all types of schemes of scholarship for student are implemented online through MAHADBT Portal. Due to online process students were easily benefited with the schemes.
5. **E-Communication:** Communication to the various agencies, offices, linkages is done through mail. Various types of college related proposal and information is send time to time on concern links i.e. Govt. of Maharashtra, UGC, NAAC, NCTE, AISHE, Directorate of Higher Education, University, Practising Schools, Collector Office, Treasury etc.
6. **Sevarth :** Salary is provided to the staff through the e-governance and various schemes for staff are also made available online.
7. **Staff Attendance through Biometric:** Regular, daily attendance of the faculty and staff is recorded through the biometric machine and it is attached to the salary statement of every month.
8. **Formation of WhatsApp Groups:** WhatsApp groups are formed and every types of information regarding time tables, new activities, competitive examination related information, examination relation information, University related information is send to

the groups for creating awareness among the teacher trainees and update the knowledge regarding various curricular, co-curricular and extracurricular activities.

9. **Separate ICT Department:** In the institution separate ICT department is available which contains 10 Computers with LAN facility, 02 Laptops, LCD Projector, LED Projector, Audio-Video recording instruments, Digital Camera, subject wise CD's, DVD's based school syllabus. Teacher trainees, faculty is used this ICT laboratory facility for the academic development and also ICT related skill development.
10. **Library Department:** In the college infibnet library software is available. Library is partially automated. Various e-resources are available in the library and e-journals are subscribed. Wi-fi and reprography facility is provided to the faculty and teacher trainee and the society for the educational purpose.
11. **Availability of E- resources:** E-resources are available in the college i.e. in the library various e-journals are subscribed by the institution. Apart from this, guidance is given to the teacher trainees regarding various educational websites for seeking the information and update the knowledge.

In this way this institution implemented Management Information System (MIS) for proper and transparent administrative, educational, communication and coordination purpose so the speed and quality of the work is maintained.

## Part-B

### **CRITERION I – CURRICULAR ASPECTS**

#### **1.1 Curriculum Planning and Implementation**

1.1.1 Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institution has the mechanism for well planned curriculum delivery and documentation.

- The entire B.Ed. curriculum is framed by the BOS members, Swami Ramanant Teerth Marathwada University, Nanded as per the guidelines and norms stated by the regulating bodies i.e. NCTE, UGC and University.

- **Planning and implementation of various curricular, co-curricular and extra-curricular activities for achieving the institutional Goals, objectives and Values efforts made at the institute level is as follows**

#### **Curriculum Planning at Institutional Level**

- Regular meetings are organised for proper planning of curricular, co-curricular and extra-curricular activities.
- Academic calendar is prepared as per the guidelines provided by the university regarding implementation of the curriculum.
- Department wise and activity wise workload is distributed in the faculty members.
- Implementation of curricular, co-curricular and extra-curricular activities as per the academic calendar.

#### **Curriculum Delivery**

**The curriculum delivery process is as follows:**

1. For implementation of theoretical foundation courses various types of approaches and methods are used. E.g. Lecture method, Discussion method, Panel Discussion method, Group Discussion method, Supervised Study technique, Project method etc.
2. **Use of ICT for curriculum transaction :**  
Power point presentation, Multimedia tools are used for delivering various theory courses by the faculty members.
3. **Implementation of Practicum**  
Implementation of various types of practicum Theory – Demonstration – Practice – Feedback

(TDPF) module us used.

Organisation of workshops related to Practicum courses for enhancing professional capacities among the teacher trainees.

4. Various methods, techniques, approaches is used for curriculum transaction such as seminar, Group discussion, Supervised study, Self study, Project method, Project Presentation, Development of teaching learning material / resource material, Regular Class tests, Tutorials, Assignments, Content Test for content knowledge enrichment, Preliminary examination, Viva-voce exam etc.

### **Documentation Process**

Documentation process for delivering the curriculum followed by the institution is as follows:

- Preparation of Information Brochure
- Preparation of Booklets for implementation of Morning Assemble which is Neeti Path Pustika in which all prayers, patriotic songs, good thoughts, is included.
- Preparation of Data base of admitted teacher trainees (Bio-data form is developed and cumulative record of the every teacher trainee is collected through this bio-data form.
- Preparation of academic calendar
- Preparation of activity wise and class wise timetables
- Preparation of ICT based teaching learning material
- Preparation of Reports by the teacher trainees for fulfilment of the practicum
- Preparation of various types of evaluation tools at institutional level to assess the abilities of the teacher trainees.

### **Office Record**

Student section of the office maintains the record of every teacher trainee regarding admission, scholarship, University, Examination related records etc.

### **Evaluation Process**

**Following evaluation techniques and tools are used for assessment of knowledge, skills, abilities and attitudes of the teacher trainees**

1. Observation of various types of lesson plans e.g. micro teaching lessons, integrated lessons, practice lessons, models of teaching lessons, content cum methodology lessons, ICT based lessons, Annual lessons etc.

2. Observation of performance of teacher trainees in various curricular, co-curricular and extra-curricular activities in institution level and in internship programme.
3. Assessment of Practicum related to theory papers
4. Practicum related to PC and EPC courses.

Evaluation Process is implemented by the institution is very transparent. Abilities, skills and knowledge regarding personality development and teaching profession is assessed by the teacher educators in a proper way by using evaluation tools. Focus is given on proper evaluation of the teacher trainee. If some weaknesses is observed by the teacher educator, remedial measures are used for development of the ability of the teacher trainee.

#### 1.1.2 Certificate/ Diploma Courses introduced during the Academic year

Name of the Certificate Course	Name of the Diploma Courses	Date of introduction and duration	focus on employability/ entrepreneurship	Skill development
<b>NIL</b>				

### 1.2 Academic Flexibility

#### 1.2.1 New programmes/courses introduced during the Academic year

Programme with Code	Date of Introduction	Course with Code	Date of Introduction
<b>NIL</b>			

#### 1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the Academic year.

Name of Programmes adopting CBCS	UG	PG	Date of implementation of CBCS / Elective Course System	UG	PG
<b>NIL</b>					

Already adopted (mention the year) : **From Academic Year 2015-2016 (Annual examination pattern as per university)**

#### 1.2.3 Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Courses
No of Students	<b>NIL</b>	<b>NIL</b>

### 1.3 Curriculum Enrichment

1.3.1 Value-added courses imparting transferable and life skills offered during the year				
Value added courses		Date of introduction		Number of students enrolled
<b>NIL</b>				
1.3.2 Field Projects / Internships under taken during the year				
Project/Programme Title			No. of students enrolled for Field Projects / Internships	
Internship Programme B.Ed. First Year			<b>37</b>	
Internship Programme B.Ed. Second Year			<b>16</b>	
<b>1.4 Feedback System</b>				
1.4.1 Whether structured feedback received from all the stakeholders.				
1) Students	2) Teachers	3) Employers	4) Alumni	5) Parents
<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
1.4.2 How the feedback obtained is being analysed and utilized for overall development of the institution? (maximum 500 words)				
<b>Feedback mechanism process is implemented in the institution is as follows:</b>				
<p>Feedback mechanism plays the important role in the qualitative improvement of the institution. Feedback provides the guideline to the institution for qualitative implementation of curricular, co-curricular and extra-curricular activities. This institution implements the various activities as per the curriculum. Apart from the curriculum provided by the Swami Ramanand Teerth University, Nanded, the institute implements various curricular, co-curricular and extra-curricular activities in an innovative way. At the middle term and after completion of the activities and course feedback is obtained from various stakeholders and on the basis of this feedback some quality measures are developed for further implementation. Various types of feedback is obtained from the stakeholders for overall development of the institution:</p> <ol style="list-style-type: none"> <li>1. <b>Oral feedback from the teacher trainees:</b> After completion of every activity oral feedback is taken from the teacher trainee for the obtaining strengths, weaknesses of the activity which is helpful for the proper planning of these activities in the next activity or next year.</li> <li>2. <b>Written feedback:</b> Written feedback is taken from the stakeholders after completion of activity, workshop and programme.</li> </ol> <p><b>The institution is obtained feedback from the following stakeholders</b></p> <ol style="list-style-type: none"> <li>1. Teacher trainees</li> <li>2. Parents</li> </ol>				

3. Alumni
4. School teacher
5. Mentor teachers
6. School headmasters
7. Experts from the field of education.
8. Peers

**The feedback mechanism is follows by the institution is as follows:**

#### **Preparation of tools for data collection**

Preparation of tools for obtained feedback from teacher trainees, teachers, employers, stakeholders, school teachers, head masters, mentor teachers etc various tools are developed.

Various components are included in the tool regarding curriculum, implementation strategies of curriculum, sufficiency infrastructural facilities available in the institution, strengths of the institution, weaknesses, and suggestions for improvement in future etc.

#### **Data Collection:**

After completion of activities data is collected from teacher trainees, teachers, employers, stakeholders, school teachers, head masters, mentor teachers time to time.

#### **Data Analysis**

It is very needful to analyse the data for obtaining the knowledge, attitude of stakeholders regarding implementation of curriculum, curricular, co-curricular activities and extra-curricular activities.

Collected data is analysed separately tool wise in the tabular form. Data is interpreted. Item wise analysis is done in a proper way.

#### **Observations and Conclusions**

Observations are stated on the basis of obtained and analysed data. And conclusions are drawn for the evaluation total institutional strengths, weakness and Opportunities for improvement.

#### **Recommendations**

On the basis of collected, analysed data and conclusions recommendations are stated for the developing strategy for further improvement at the institute level.

#### **Improvement strategies are adopted by the institution is as follows:**

- IQAC meeting is organised for the discussion of issues obtained through feedback forms.
- All the analysed data and major observation are placed in the IQAC meeting and all IQAC members are discussed the issues drawn through the analysed date.

- In the IQAC meeting all members suggest various implementation strategies as per their opinion and knowledge.
- Analysis of implementation strategies is made available for all IQAC members for finalisation of an ideal implementation strategy.
- Final implementation strategy is planned by the IQAC members on the basis suggestions given by the IQAC members in the meeting.
- Plan of action is developed.
- Implementation strategy is utilised for the improvement or development of the institution.

In this way feedback mechanism is adopted for the quality improvements regarding various aspects of the institution suggested by the various stakeholders through feedback.

## **CRITERION II -TEACHING-LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

#### **2.1.1 Demand Ratio during the year**

Name of the Programme	Number of seats available	Number of applications received	Students Enrolled
<b>B. Ed. Two year Programme : Education</b>	<b>First Year: 50</b>	<b>150</b>	<b>16</b>
	<b>Second Year : 50</b>	<b>37</b>	<b>37</b>

### **2.2 Catering to Student Diversity**

#### **2.2.1. Student - Full time teacher ratio (current year data)**

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full time teachers available in the institution teaching only UG courses	Number of full time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017-2018	B.Ed. First Year : 16 B.Ed. Second Year : 37	N.A. Only U.G. i.e. B.Ed. course is run by the institution.	01 + 06=07 One is deputed as Jt. Director in Kolhapur Region	N.A.	N.A.

### **2.3 Teaching - Learning Process**

#### **2.3.1 Percentage of teachers using ICT for effective teaching with Learning Management Systems**



(LMS), E-learning resources etc. (current year data)					
Number of teachers on roll	Number of teachers using ICT ( <i>LMS, e-Resources</i> )	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	E-resources and techniques used
07	07	10 Computers, 02 Laptops Wi fi Facility 02 LCD Projectors	02	0	100%

2.3.2 Students mentoring system available in the institution? Give details. (maximum 500 words)

The nature of teacher training programme itself is student mentoring oriented. The aim of the teacher training programme is to develop the nation builders. For all round development of the every teacher training focus is given on student mentoring activities.

**Student mentoring system is adopted by the institution is as follows:**

**Planning**

In the beginning of the academic year IQAC prepared the Academic Calendar. Focus is given on the planning of student mentoring activities

1. Talent search programme
2. Student council activities
3. House activities
4. Study Club wise activities
5. House wise daily morning assembly
6. Internship programme
7. Various types of lessons i.e. Micro lessons, Integrated lessons, Practice lessons, Models of teaching lessons, Content cum methodology lessons, ICT based lessons, Final lessons etc.
8. Cultural programmes
9. Field based activities: Practice teaching, Internship, Final Lesson, School Survey etc
10. Theory papers related practicum
11. Annual gathering
12. Various workshops i.e. preparation of teaching aid, Micro teaching workshop, Lesson planning workshop, Evaluation workshop, Demonstration workshop, CCM workshop, Models of teaching workshop, ICT workshop, Workshop for Implementing Understanding the Self, Reading and Reflecting on text, Yoga workshop etc.

**Implementation of student mentoring activities is as follows :**

**1. Formation of student council :**

As per the University act and guidelines of Swami Ramanand Teerth Marathwada University, Nanded, Student council is formed.

**2. Selection of the student council members:**

Selection of the student council members on the basis of achievements and qualities of the teacher trainee. All co-curricular and extra-curricular activities were implemented through the student council in the whole academic year.

**3. Club activities:**

Method wise seven study clubs are formed in the institution. Head, Sub-head is nominated for each club and all activities are conducted under the leadership of all these club members.

**4. House activities:**

Two houses of total students are formed. Head and sub head of each house is selected through the house members. Equal duration of the academic year is allotted to the house. Responsibility of implementation of programmes is given to the houses, every activity is implemented through the house.

**5. IQAC Meetings:**

One member from first and second year class is nominated as a student representative in the IQAC. In the every IQAC meeting representative of teacher trainee is given an opportunity to express their views, opinion regarding the developmental issues.

**6. Internship Programme:**

For qualitative implementation of the internship programme major responsibilities are allotted to the teacher trainees.

In the pre-internship programme Head masters, supervisors, subject teachers, special teachers, Head of various departments and activities are decided. As per the planning every teacher trainee play the role effectively as per the planning and implement the activities in a innovative way.

**7. Cultural Activities:**

For the implementation of cultural activities, various committees are formed. In every committee four to five members are designated and whole responsibility of the programmes is given to the committee for implementation of the given activities and programmes.

**8. Planning and Practice of Various types of Lessons**

While planning and preparation, freedom is given to the teacher trainee for opting teaching

approach, teaching methodology, techniques for effective planning and implementing the lessons. While teaching learning process guidance and counselling skills, classroom management skills, time management skills are developed among the teacher trainee.

Teacher educators are appointed for guidance and effective implementation of these activities. Under the guidance of teacher educators every activity is implemented in an innovative way. Qualities required for a good teacher are developed through these lessons among the teacher trainee.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor: Mentee Ratio
B.Ed. I <sup>st</sup> year : 16 B.Ed. II <sup>nd</sup> Year : 37	01+06=07	8.3

## 2.4 Teacher Profile and Quality

### 2.4.1 Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
<b>01+07=08</b>	<b>01+06=07</b> <b>01 on deputation as Joint Director, Kolhapur</b>	<b>01</b>	<b>0</b>	<b>01+06=07</b>

### 2.4.2 Honours and recognitions received by teachers

*(received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )*

Year of award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2016-2017	Dr. Subhedar B.P.	Assistant Professor	Guru Gaurav Puraskar (Regional Level)

## 2.5 Evaluation Process and Reforms

### 2.5.1 Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester-end/ year- end examination
<b>Bachelor of</b>	<b>B.Ed.</b>	<b>40</b>	<b>01 May 2018</b>	<b>30 June 2018</b>

<b>Education</b>				
2.5.2 Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)				
<p><b>The nature of Continuous Internal Evaluation (CIE) System at institutional level is as follows:</b></p> <p><b>Activity oriented Evaluation System</b>  The nature of the B. Ed. course is as follows:  50% marks is allotted to the theoretical foundation  50% marks is allotted to the practical foundation</p> <p><b>Continuous Internal Evaluation (CIE) for Theoretical Foundation Courses:</b>  Seminars, assignments, practicum related to theory papers are assigned to the every teacher trainee. Guidance is given to the teacher trainees for the completion of the practicum. After the completion of every activity report is submitted by the teacher trainee for the assessment. Immediate feedback is given to the teacher trainee for the improvement.  Regular class tests are taken to acquire the knowledge. Immediate feedback is given to the teacher trainee by assessing the answer sheets. Proper feedback is given regarding proper writing of answers after the class tests and assignments.  After completion of the practicum teacher trainees presented their project work before the teacher educators. At the end of academic year viva voce examination is arranged as per the guidelines of university. Teacher educators evaluated the project work of the teacher trainees and give the feedback for future.</p> <p><b>Continuous Internal Evaluation of Practical Courses</b></p> <p><b>Micro Lessons and Integrated Lessons</b>  These lessons are taken by the teacher trainee in the institution level in the simulated atmosphere. Group wise presentation is taken. One teacher educator is appointed as a guide to each group. Observation schedule is constructed for each type of lesson. As per the observation schedule each and every lesson is evaluated by the teacher educator and teacher trainees. Apart from this schedule guidance and feed back is given to the teacher trainee by the teacher educators and teacher trainees.</p> <p><b>Practice lesson:</b>  Practice lessons, Models of teaching lessons, Content cum methodology lessons and ICT based lessons are taken in the schools. For the effective and innovative lessons proper guidance is given to the teacher trainee for planning of the lesson. One teacher educator is appointed for the observation of lessons of a</p>				

group. Immediate feedback is given by the teacher educators at the time of practice lessons.

### **Internship Programme**

In the internship programme teacher educator is appointed for a group and mentor teacher also appointed as per the guidelines of curriculum framework. Teacher educators and mentor teacher given feedback to the teacher trainee in the school. School Head masters also gave feedback to the teacher trainees. Daily Regular meetings are organised and immediate feedback is given in these meetings by the mentor teacher and teacher educator.

### **Continuous Internal Evaluation System for Enhancing Professional Capacities Related Courses**

Various practical under Enhancing Professional Capacities (EPC) such as Reading and Reflecting on Text, Drama and Art in Education (First Year), Critical Understanding of ICT, Understanding the Self, are conducted in a innovative way. Orientation and workshop module is used for the completion of these courses. After completion of activities viva voce is taken and teacher trainees are presented their projects. Various types of evaluation methods is used such as observations, remarks on report in the written form, face to face discussion etc.

### **Content Test**

Content test is conducted to evaluate the content knowledge related to their methodology subjects and remedial measures are used for content knowledge enrichment.

### **Preliminary Examination**

Preliminary examination is conducted apart from the curriculum. While assessing the papers written feedback is given for proper performance in the university examination.

In this way Continuous Internal Evaluation System is used for the all round development of the teacher trainees.

**2.5.3 Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)**

### **Academic Calendar prepared and adhere for conduct of examination and other related matters**

#### **Regular meeting for preparation of Academic Calendar**

In the beginning of academics year two or three meeting are conducted to discuss on inclusion of the various issues, components, curricular, co-curricular activities and extra-curricular activities in the academic calendar. Proper suggestions are invited from the IQAC members and the head of the department and activity. Month wise, credit wise, week wise preparation of academic calendar.

#### **Finalization of Academic Calendar**

In the IQAC meeting academic calendar is finalised and within the framework of university calendars academic calendar is prepared.

### **Distribution of Academic Calendar**

Distribution of academic calendar to the faculty members for implementation of activities as per the planning. Orientation of faculty members and teacher trainees in relation to the academic calendar for creating awareness regarding the various curricular, co-curricular and extra-curricular activities.

### **Adherence for conduct of curricular, co-curricular and extra-curricular activities and examination**

Each and every activity included in the B.Ed. curriculum is interdependent in the nature. Before completion of previous activity we can't go to implement the further activity. Previous activity is the base of next activity. So adherence for conduct of every activity is needed. E.g. Micro teaching is the basic activity or work shop for developing the teaching skills among the teacher trainees. After the completion of this activity integrated lessons is the bridge part of the practice lesson. After completion of these two types of workshops and lessons teacher trainee is able to take practice lessons in a proper way in the field that is in the schools. After these lessons teacher trainees are able to conduct school independently under the guidance of teacher educators, mentor teachers and headmasters of the schools in the internship programme. In this way each and every activity is implemented as per the planning of academic calendar.

## **2.6 Student Performance and Learning Outcomes**

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the web-link) : <http://www.gctepbn.org.in/programoutcomes2017-18.pdf>

### **Implementation of Activities**

1. Implementation of each and every activity as per the academic calendar.
2. Development of attitude, skills and knowledge related to teaching profession among the teacher trainee through the implementation of curricular, co-curricular and extra-curricular activities.

### **Programme outcomes**

1. 100% admitted teacher trainees appeared and passed in the university examination.
2. 100% Result
3. All teacher trainees secured first class.
4. One student seeking Third Rank in University Exam from Swami Ramanand Teerth Matathwada University, Nanded.

Academic	Students	Passed in O	Passed in A <sup>+</sup>	Passed in	Pass Percentage
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Year	Appeared	Grade	Grade	AGrade	Result
2016-2017	40	11	21	08	100%
2017-2018	15	08	07	---	100%

### 2.6.2 Pass percentage of students

Programme Code	Programme name	Number of students appeared in the final year examination	Number of students passed in final semester/year examination	Pass Percentage
B.Ed.2016-2017	Bachelor of Education	40	40	100%
B.Ed.2017-2018	Bachelor of Education	15	15	100%

### 2.7 Student Satisfaction Survey

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink) :

<http://www.gctepbn.org.in/SSS2017-18.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 Resource Mobilization for Research

#### 3.1.1 Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding Agency	Total grant Sanctioned	Amount received during the Academic year
Major projects	-	-	-	-
Minor Projects				
Interdisciplinary Projects	-	-	-	-
Industry sponsored Projects	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students Research Projects (other than compulsory by the College)	-	-	-	-
International Projects	-	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

### 3.2 Innovation Ecosystem

3.2.1 Workshops/Seminars Conducted on Intellectual Property Rights ( <b>IPR</b> ) and Industry-Academia Innovative practices during the year				
Title of Workshop/Seminar		Name of the Dept.		Date(s)
<b>NIL</b>				
3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year				
Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category
<b>NIL</b>				
3.2.3 No. of Incubation centre created, start-ups incubated on campus during the year				
Incubation Centre		Name		Sponsored by
<b>NIL</b>				
Name of the Start-up		Nature of Start-up		Date of commencement
<b>NIL</b>				
<b>3.3 Research Publications and Awards</b>				
3.3.1 Incentive to the teachers who receive recognition/awards				
State		National		International
<b>NIL</b>				
3.3.2 Ph. Ds awarded during the year ( <i>applicable for PG College, Research Center</i> )				
Name of the Department		No. of Ph. Ds Awarded		
<b>NIL</b>				
3.3.3 Research Publications in the Journals notified on UGC website during the year				
	Department	No. of Publication	Average Impact Factor, if any	
National	Dr. Dhoot U.M.	--		
	Dr.Jadhav P.M.	01		
	Dr.Deshpande J.K.	01		
	Dr.Totade S.P.	--		
	Dr.Subhedar B.P.	02		
	Smt.Naigaonkar A.B.	--		
-				
International	Dr. Dhoot U.M.	--	5	



nal	Dr.Jadhav P.M.	03	
	Dr.Deshpande J.K.	--	
	Dr.Totade S.P.	--	
	Dr.Subhedar B.P.	01	
	Smt.Naigaonkar A.B.	--	

3.3.4 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	No. of publication
Dr. Dhoot U.M.	02
Dr.Jadhav P.M.	01
Dr.Deshpande J.K.	--
Dr.Totade S.P.	--
Dr.Subhedar B.P.	02
Smt.Naigaonkar A.B.	--

3.3.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index

Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citations
NIL						

3.3.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the paper	Name of the author	Title of the journal	Year of publication	h-index	Number of citations excluding self citations	Institutional affiliation as mentioned in the publication
NIL						

3.3.7 Faculty participation in Seminars/Conferences and Symposia during the year :

No. of Faculty	International level	National level	State level	Local level
Attended				

Seminars/ Workshops				
Presented papers	03	05	--	--
Resource Persons	--	--	08	06

### 3.4 Extension Activities

3.4.1 Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the Activities	Organising unit/ agency/ collaborating agency	Number of teachers co-ordinated such activities	Number of students participated in such activities
1. Tree Plantation	Internship Unit	01	Second Year : 16 First Year : 37 Total : 53
2. Vidnyan Ranjan	Science Dept., Govt.College of Education, Parbhani	01	Second Year : 16 First Year : 37 Total : 53
3. Science Exhibition	Science Dept., Govt.College of Education, Parbhani & Bhatriy Balvidya Mandir, Parbhani.	01	Second Year : 16 School Student : 500
4. Yoga Camp	Govt.College of Education, Parbhani & Z.P.Girls High School, Parbhani.	01	Second Year : 16 School Student : 350
5. Health Awareness Programme	Govt.College of Education, Parbhani & Bhatriy Balvidya Mandir, Parbhani.	02	Second Year : 16 School Student : 500
6. Orientation Programme for Adolescence girl students	Govt.College of Education, Parbhani & Z.P.Girls High School, Parbhani.	01	Second Year : 16 School Student : 100
7. Work Experience Programme	Govt.College of Education, Parbhani & Z.P.Girls High School, Parbhani. Mahatma Phule High School, Parbhani Marathwada High School, Parbhani	03	Second Year : 16 School Student : 700

3.4.2 Awards and recognition received for extension activities from Government and other recognized

bodies during the year				
Name of the Activity	Award/recognition	Awarding bodies	No. of Students benefited	
<b>NIL</b>				
3.4.3 Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year				
Name of the scheme	Organising unit/ agency/ collaborating agency	Name of the activity	Number of teachers <b>coordinated</b> such activities	Number of students participated in such activities
Importance of Blood Donation Programme	Government Hospital, Parbhani	1. Slogan competition based on blood donation.	01	10
Importance of Blood Donation Programme	Government Hospital, Parbhani	2. Rangoli Competition based on blood donation	01	16
<b>3.5 Collaborations</b>				
3.5.1 Number of Collaborative activities for research, faculty exchange, student exchange during the year				
Nature of Activity	Participant	Source of financial support	Duration	
NPS and e-tendering Workshop GeM	<b>05</b>	District Collector Office, Parbhani	<b>One day</b>	
Disaster Management Management	<b>54</b>	District Collector Office Parbhani	<b>Two days</b>	
Resource Person for	<b>06</b>	District Institute for Educational Continuous Professional Development, Parbhani	<b>One day</b>	
Resource Person on the occasion of Statistics Day	<b>25</b>	Govt.Statistics Office, Parbhan	<b>One day</b>	
Govt.Nominee (Resource Person)	<b>05</b>	Aided College of Parbhani and Nanded District	<b>04 Days</b>	
Venue Officers of CET examination Law CET for 5 Years	<b>05</b>	Nanded Region	<b>April, May June 2017</b>	

Law CET for 3 Years B.Ed. CET M.Ed. CET B.P.Ed. CET M.P.Ed. CET			
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3.5.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration (From-To)	Participant
Project work	Internship and practice lessons	Practice teaching schools in Parbhani city	1/8/2017 to 15/2/2018	B.Ed. Ist year : 16 B.Ed. IInd Year : 37
Organization of workshop	DICED	Sharing of research facility	1/4/2017 to 1/3/2018	500

3.5.3 MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose and Activities	Number of students/teachers participated under MoUs
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NIL

**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 Physical Facilities**

4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
2,11,000/-	2,11,000/-

4.1.2 Details of augmentation in infrastructure facilities during the year

Facilities	Existing	Newly added
Campus area	11640 sq.mt.	--
Class rooms	05	--
Laboratories	03	--
Seminar Halls	02	--
Classrooms with LCD facilities	02	--
Classrooms with Wi-Fi/ LAN	01	--
Seminar halls with ICT facilities	01	--
Video Centre	--	--
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	--	--
Value of the equipment purchased during the year (Rs. in Lakhs)	00	--

Others	--	--
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## 4.2 Library as a Learning Resource

4.2.1 Library is automated {Integrated Library Management System -ILMS}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
E-granthalaya 3.0	Partially	E-granthalaya 3.0	04/01/2017

4.2.1 Library Services: Books circulation, reference books, C.A.S., S.D.I., Online Journals, Internet facility

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	24230	6196250	555	80,944/-	24785	6277194
Reference Books	2000	520000	10	1800	2010	521800
e-Books	Online free		--	Free subscription		
Journals	1200	12500	--	--	1200	12500
e-Journals	NDL		--	Free subscription	--	--
Digital Database	--		--	Free subscription	--	--
CD & Video	50	1000	--	--	50	1000
Library automation	--		--	--	--	--
Weeding (Hard & Soft)	--		--	--	--	--
Others (specify)	Maps		--	--	--	--
	Circulation, Reference Services, News paper clipping, Internet facility, CAS etc.					

<b>4.3 IT Infrastructure</b>									
4.3.1 Technology Up gradation (overall)									
	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Available bandwidth (MGBPS)	Others
Existing	19	01	03	03	03	01	02	100	--
Added	--	--	--	--	--	--	--	--	--
Total	19	01	03	03	03	01	02	--	--
4.3.2 Bandwidth available of internet connection in the Institution (Leased line)									
100 MBPS									
4.3.3 Facility for e-content									
Name of the e-content development facility						Provide the link of the videos and media centre and recording facility			
<b>ICT Laboratory</b> 1. Various types of practicals are included in the B. Ed. Curriculum based on ICT such as Critical Understanding of ICT, Use of multimedia tool, ICT based lessons, Projects related to theory paper (Information communication Technology), Result analysis of First term marks by using MS Excel. 2. Internet facility is available in the ICT Laboratory for faculty and teacher trainees for the development of ICT skills. 3. Faculty members are prepared presentation for daily teaching learning process and demonstration lessons.						<a href="http://www.gctpbn.org.in/ictcentre2017-18.pdf">http://www.gctpbn.org.in/ictcentre2017-18.pdf</a>			
<b>Library</b> 1. Internet connectivity, reprographic facility and e-journal facility is available in the library. Teacher trainees and faculty were used these facilities for the development of e-content development.						<a href="http://www.gctepbn.org.in/Library2017-18.pdf">http://www.gctepbn.org.in/Library2017-18.pdf</a>			
4.3.4 E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc									
Name of the teacher	Name of the module			Platform on which module is developed			Date of launching e – content		
--	--			--			--		

<b>4.4 Maintenance of Campus Infrastructure</b>			
4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year			
Assigned budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
-	-	-	-

4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (*maximum 500 words*) (information to be available in institutional Website, provide link)

**Procedures and policies for maintaining physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. is as follows :**

**1. Purchase committee:**

Purchase committee is formed at the institutional level. In this committee Principal of the college is Chairman and concern faculty member is coordinator and other faculty member and administrative staff member of the office and librarian are members of this committee. Two or three meetings are called for finalization of particular purchase items. Procedure for purchase is adopted as per the Govt. rules and regulations. Purchasing is done through quotation method or Government e Marketing (GeM). Every decision is taken through this committee regarding purchasing new equipments, apparatus and gazettes etc. Meeting are held by the purchase committee and decisions are finalised through this purchase committee.

**2. Library committee:** Library committee is formed in the institution for the purchase of Books, Journals and e-books or e-journals etc. Regular meeting are organised as per the requirements of the students need regarding library resources. List of books for purchase of new books is received form faculty members and after the discussion in the library committee meeting committee members finalised the final list for purchase of books. After the finalisation of lists quotations are called from three providers. Comparative statement is prepared. Final order for purchase is given who is given maximum discount with quality material.

**3. Sports equipments:** As per the demand and the need of the teacher trainee various sports equipments is listed and placed in the purchase committee meeting. After the discussion list is finalised for purchase. Quotations are received from three providers. Comparative statement is prepared and final order is given to the provider who is given maximum discount with quality material.

**Maintenance of the Physical Facilities**

The college campus is good facilitated. All required Physical facilities are available in the college building such as class rooms, auditorium, administrative office, laboratories such as ICT laboratory, Psychology laboratory, Science laboratory, Maths laboratory, language resource centres and social science resource centres etc. If particular facilities are not in a working condition, demands are submitted by the concern head of the department. Meeting of maintenance and repairing committee is organised. Decisions are taken into consideration of the maintenance of the suggested facilities. As per the nature of the maintenance

contract is given to the concern agency i.e. B & C Department, Parbhani or any other agencies.

Every decision related to maintenance is taken through the maintenance committee.

**Procedures and policies for utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

Purchased equipments, apparatus, books are recorded in the main stock register of the college. Separate stock registers are maintained and available in the every department and laboratories. Teacher trainees and faculty were used these facilities adopting proper method. Demands are submitted by the teacher trainees and faculty in the form of application to the principal and through the principal to the concerned head of the department. Concern head of the department issues the particular item and maintained the records in the issue registers.

In this way procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms in the institution.

**CRITERION V - STUDENT SUPPORT AND PROGRESSION**

**5.1 Student Support**

5.1.1 Scholarships and Financial Support

	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from institution	Various types of scholarships i.e. GOI, EBC, PTC, STC, Free ships and Minority	22	3,66,812
Financial support from other sources			
a) National	--	--	--
b) International	--	--	--

5.1.2 Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
<b>B.Ed.1st Year</b>			
Enhancement of Reading Ability	16/8/2017	37	Institution Level
Enhancement of Performing & Fine Art Skill	8/11/2017	37	Institution Level
Enhancement of Teaching Skill, Teaching	13/9/2017	37	Institution Level, Practicing Schools



Competencies (Micro Teaching, Integrated Lessons, Practice Lessons, Models of Teaching Lessons, Content-cum-methodology Lessons, ICT Enabled Teaching Lessons etc)			
Enhancement of Management Skills (Planning of various activities, Guidance & Counselling, Classroom management, Time management, Self Discipline, Self Motivation Skill etc.)	Whole Academic Year	37	Institution Level, Practicing Schools
Development of Health awareness programmes, Yoga activities, Sports activities etc	Whole Academic Year	37	Institution Level, Practicing Schools
Development of Presentation Skills (Seminar, Group discussion, Cultural activities etc.)	Whole Academic Year	37	Institution Level, Practicing Schools
<b>B.Ed.IIInd Year</b>			
Enhancement of Self understanding and Self Evaluation skill	Whole Academic Year	35	Institution Level, Practicing Schools
Enhancement of Critical Understanding of ICT skill	Whole Academic Year	35	Institution Level, Practicing Schools
Enhancement of Teaching Skill, Teaching Competencies (Micro Teaching, Integrated Lessons, Practice Lessons, Models of Teaching Lessons, Content-cum-methodology Lessons, ICT Enabled Teaching Lessons etc)	Whole Academic Year	35	Institution Level, Practicing Schools
Personality Development Skills	Whole Academic Year	35	Institution Level, Practicing Schools
<b>Common Activities for B.Ed. Ist &amp; IInd Year</b>			

Content Knowledge Enrichment	Whole Academic Year	37+35	Institution Level, Practicing Schools
Personality Development	Whole Academic Year	37+35	Institution Level, Practicing Schools
Preparation for University Examination	Whole Academic Year	37+35	Institution Level,

5.1.3 Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students by Guidance for Competitive examination	Number of benefited students by Career Counselling activities	Number of students who have passed in the competitive exam	Number of students placed
2017	Guidance for TET Exam.	53	53	05	01
2017	Campus Interview	16	53	16	05

5.1.4 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received <b>NIL</b>	No. Of grievances redressed <b>NIL</b>	Average number of days for grievance redressal <b>NIL</b>
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No any grievance is received from teacher trainees and other human resources of the institution in the academic year 2017-2018

**5.2 Student Progression**

5.2.1 Details of campus placement during the year

On campus			Off Campus		
Name of Organizations Visited	Number of Students Participated	Number of Students Placed	Name of Organizations Visited	Number of Students Participated	Number of Students Placed
Mahatma Basveshwar High School, Phulkalas, Tq.Purna, Dist.Parbhani	15	05	06	11	01

5.2.2 Student progression to higher education in percentage during the year

Year	Number of	Programme	Department	Name of institution	Name of
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	students enrolling into higher education	graduated from	graduated from	joined	Programme admitted to
2017-2018	Out of 16, 07 teacher trainees are enrolled in the higher education	Government College of Education, CTE, Parbhani	Department of Education	YCMOU, Nashik SRTMU, Nanded YCMOU, Nashik Study Centre :Sheshabai Mundhe Arts College, Ganakhed SRTMU, Nanded Sanjivali College, Tq.Chakur, Dist. Latur B.Raghunath College, Parbhani Shivaji College, Parbhani	M.A. Education M.A. English M.A. Marathi M.Sc. Chemistry M.Sc. Maths. M.A. Psychology M.Sc. Maths.

5.2.3 Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	No. of Students selected/ qualifying	Registration number/roll number for the exam
NET	N.A.	N.A.
SET	N.A.	N.A.
SLET	N.A.	N.A.
GATE	N.A.	N.A.
GMAT	N.A.	N.A.
CAT	N.A.	N.A.
GRE	N.A.	N.A.
TOFEL	N.A.	N.A.
Civil Services	N.A.	N.A.
State Government Services	N.A.	N.A.
Any Other CET, CTET	03	16

**The institution runs UG B.Ed. Course only.**

5.2.4 Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Participants
1. Kho-Kho 2. Cricket 3. Volleyball 4. Carom 5. Chess 6. Shot-put 7. Disk 8. Rope Reselling	Institutional Level	53
Elocution Competition Debating Competition Quiz Competition Essay Writing Handwriting Competition One Act Play Spontaneous Speech Competition Singing Competition Poem Reading Competition Folk Dance Drama Patriotic Songs Script Writing Competition  Flower Decoration Rangoli Competition  Dish Decoration Competition  Documentary Creation Competition  Wall Paper Creation Competition  Photography Competition	Institutional Level	53

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### 5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/ medal	National/ International	Sports	Cultural	Student ID number	Name of the student
2017-18	NIL					

5.3.2 Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

**Activities of Student Council & representation of students on academic & administrative bodies/committees of the institution is as follows:**

#### **Formation and Execution of Student Council**

##### **Formation student council committee**

Student council committee is formed in the chairmanship of Principal at the institution level. All the procedures are done through this committee.

Student council is formed in the beginning of the academic year as per the norms and guidelines of the University.

Following representatives are selected and nominated from the teacher trainees on the merit basis.

1. Student secretary/University representative
2. NSS Representative
3. NCC Representative
4. Ladies Representatives
5. Sports Representative
6. Cultural Representative
7. Class Representatives from First and Second Year

##### **Procedure for selecting and nominating representatives in student council is as follows:**

Orientation regarding all the rules and regulations related to formation of student council is done.

Applications are invited from the eligible candidates for each and every post in given limit of the time period. Scrutiny of all applications is done through the committee. General list is published at college notice board. Objections if any are invited from the applied trainees. Proper guidance is given to the teacher trainees by the committee to overcome the objections, and final list is declared.

Selected teacher trainees are felicitated by the Principal and faculty. Further roles and responsibilities are assigned to the student council and functioning of the student council is started.

1. Student secretary/University representative
2. NSS Representative
3. NCC Representative
4. Ladies Representatives
5. Sports Representative
6. Cultural Representative
7. Class Representatives from First and Second Year

## **Formation of Houses/Kulas/Clubs under the guidance of Student Council**

### **Planning and execution of activities**

1. Planning of Kulas/Houses
2. Allotment of duration for implementation of various activities through houses/kulas i.e. morning assembly, celebration of various activities, special days, Birth anniversaries, Celebration of weeks, celebration of health awareness programmes, Quiz activity, value based programmes cultural programmes, National Days, Social activities etc.
3. Kula/House leader, Secretary, sub leader is nominated for every kula/house, study club for the development of leadership qualities among the student teacher. Allotted activities are implemented through these kulas/houses and study clubs independently.

### **Annual Gathering**

Annual gathering is organised under the supervision and guidance of student council for the development of aesthetic values, ethical values, leadership qualities, sportsmanship, cooperation, mutual understanding, communication skills, time management skills, event management skills etc. among the teacher trainees.

### **Following programmes are organised in the annual gathering**

1. Debate Competition
2. Elocution
3. Irrelevant Elocution
4. Spontaneous Elocution
5. Essay Competition
6. Handwriting Competition
7. Flower Decoration Competition
8. Dish Decoration Competition
9. Group Dance
10. Drama
11. One Act Play Competition
12. Singing Competition
13. Group Song Competition
14. Sports Competitions
  - Kho-kho
  - Musical Chair
  - Rope sheik
  - Kabaddi
  - Holly boll
  - Running
  - Badminton
  - Carom
  - Thali/Disk Through

- Shot put etc

For each type of competition, activity separate committee is formed. Through these committees all activities are implemented in a proper manner. Majority of teacher trainees are given an opportunity to conduct and participate in the activities.

**All these activities, competitions are conducted under the guidance and leadership of student council.**

### **5.3 Alumni Engagement**

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words):

- **No – Alumni is registered at institution level**

5.3.2 No. of ~~registered~~ enrolled Alumni: **200**

5.3.3 Alumni contribution during the year (in Rupees) : **NIL**

5.3.4 Meetings/activities organized by Alumni Association : **02**

### **CRITERION VI –GOVERNANCE, LEADERSHIP AND MANAGEMENT**

#### **6.1 Institutional Vision and Leadership**

6.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words)

#### **PRACTICE I : IMPLEMENTATION OF VARIOUS ACTIVITIES THROUGH THE STUDENT COUNCIL**

##### **Formation and Execution of Student Council**

Student council is formed in the beginning of the academic year as per the norms and guidelines of the University.

Following representatives are selected and nominated from the students

8. Student secretary/University representative
9. NSS Representative
10. NCC Representative
11. Ladies Representatives
12. Sports Representative
13. Cultural Representative
14. Class Representatives from First and Second Year

##### **Formation of Houses/Kulas/Clubs under the guidance of Student Council**

##### **Planning and execution of activities**

4. Planning of Kulas/Houses
5. Allotment of duration for implementation of various activities through houses/kulas i.e. morning assembly, celebration of various activities, special days, Birth anniversaries, Celebration of weeks, celebration of health awareness programmes, Quiz activity, value based programmes cultural programmes, National Days, Social activities etc.
6. Kula/House leader, Secretary, sub leader is nominated for every kula/house, study club for the

development of leadership qualities among the student teacher. Allotted activities are implemented through these kulas/houses and study clubs independently.

### **Annual Gathering**

Annual gathering is organised under the supervision and guidance of student council for the development of aesthetic values, ethical values, leadership qualities, sportsmanship, cooperation, mutual understanding, communication skills, time management skills, event management skills etc. among the teacher trainees.

### **Following programmes are organised in the annual gathering**

15. Debate Competition
16. Elocution
17. Irrelevant Elocution
18. Spontaneous Elocution
19. Essay Competition
20. Handwriting Competition
21. Flower Decoration Competition
22. Dish Decoration Competition
23. Group Dance
24. Drama
25. One Act Play Competition
26. Singing Competition
27. Group Song Competition
28. Sports Competitions
  - Kho-kho
  - Musical Chair
  - Rope sheik
  - Kabaddi
  - Holly boll
  - Running
  - Badminton
  - Carom
  - Thali/Disk Through
  - Shot put etc

For each type of competition, activity separate committee is formed. Through these committees all activities are implemented in a proper manner. Majority of teacher trainees are given an opportunity to conduct and participate in the activities.

**All these activities, competitions are conducted under the guidance and leadership of student council.**

### **PRACTICE II : INTERNSHIP PROGRAMME**

In the B.Ed. curriculum 4 weeks internship programme for Ist year and 16 weeks for IInd year is included. The purpose of this internship programme is to enable the student teacher to acquire the actual field experience of running the school independently under the guidance of teacher educators , School head



masters and the mentor teacher. Through this activity various skills, abilities are developed among the teacher trainee i.e. time management skill, leadership qualities, self discipline, communication skills, self motivation, personality development, self confidence, innovative thinking ability, constructive thinking ability, problem solving ability, punctuality etc.

**Following procedure is adopted by the institution for implementation of internship programme.**

**Phase I : Pre internship meetings with Principal, Faculty, School Head masters, Mentor Teachers and Teacher trainees**

Pre internship meeting are organised for proper and smooth planning and execution of internship programme to achieve the objectives of the internship programme. In this meeting major issues and activities regarding internship programme are discussed. These meetings are very useful to increase the rapport between schools and institution, rapport between mentor teacher and teacher trainees.

**Phase II : Pre internship planning workshop**

As per the guidelines provided by the NCTE and University pre internship activity is conducted at the institution level. Various activities are planned in this workshop. 10 to 12 teacher trainees in one school is allotted. Experience of various types of schools e.g. Granted, Non-granted, Govt./ Z.P. High Schools is given to the teacher trainees during the internship programme.

Head master, Supervisor, Subject teachers, Special subject teachers, Head of the various departments, Head of the activities are nominated from the teacher trainees. Through this planning governance and leadership qualities are developed among the every teacher trainee.

**Phase III : Execution of Internship Programme**

As per the planning every activity is implemented in the internship programme. Teacher educators and mentor teachers observes these whole activities and given guidance to the teacher trainees time to time.

**Following activities are conducted in the internship schools**

- Morning assembly
- Daily teaching
- Observation of teaching learning process of experienced school teachers.
- Observation of teaching of peer teacher trainees
- Conduction of class tests
- Mid day meal distribution
- Organisation of various competitions i.e. Intellectual, cultural, sports, Drawing, Rangoli, Work experience, Ralleys,

- Organisation of social activities i.e. health awareness programmes, anti superstition awareness programmes etc.
- Tree plantation
- Organisation of parent meetings
- Project exhibition related to various subjects, issues
- Psychological Testing and analysis
- Visit to ideal school/field visit
- Interview of an Ideal/experienced teacher
- Exhibitions i.e. book exhibition, science project exhibition, poster exhibition,
- Organisation of cultural activities
- General Knowledge competition
- Sports activities and competitions
- Adolescent Girl awareness programme “Kali Umaltana”
- Yoga activities
- Cleaning campaign activity
- Vocations guidance activity
- Orientation programmes on Career guidance and future opportunities
- Prize distribution
- Observation of School records

For implementation of above activities following committees and departments are formed

- Discipline committee
- Morning assembly committee
- Time table execution committee
- Art and craft committee
- Health and Physical activity committee
- Sports Committee
- Examination committee
- Mid day meal committee
- Social activity committee
- Cultural activity committee
- School record committee

### **Regular meeting for feedback**

- Under the guidance of teacher educator, school head master and mentor teacher regular meetings are conducted for feedback regarding every day experience of the teacher trainees and issues faced by the teacher trainees during internship programme/
- All members are participated in the discussion regarding the qualitative issues, weaknesses and

suggestion for further improvement in the internship programme. Emphasis is given on implementation of the activities effectively and qualitatively.

### **Feedback Mechanism**

After completion of internship programme feedback is taken from the Head masters, mentor teachers, teacher trainees and teacher educators and performances is analysed and suggestions will discussed in the institution and implemented in the next internship programme. For this purpose feedback form is developed.

6.1.2 Does the institution have a Management Information System (MIS)?

Yes/No/Partial:

**YES – Partial**

### **6.2 Strategy Development and Deployment**

6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

- **Curriculum Development**

The entire B.Ed. Curriculum is framed by the B.O.S., Swami Ramanand Teerth Marathwada University, Nanded as per the guidelines and norms stated by the regulating bodies i.e. NCTE, UGC and University. Board of studies members from this institute contribute in curriculum framing process. Principal of this institution is nominated as an Academic Council Member. As an Academic Council senate member she plays a major role in curriculum revision and development. University has invited the suggestions regarding curriculum improvement, faculty members from this institution suggests some improvement strategy regarding the curriculum revision. In this way faculty members from this institution are participated and involved in curriculum revision process.

- **Teaching and Learning**

Teaching learning process adopted in this institute is as follows:

- Orientation programmes for introduction of new curriculum
- TDPF Model (Theory + Demonstration + Practice + Feedback Model) for Workshops
- Use of ICT in regular teaching learning process
- Use of student mentoring activities for development of various abilities and skills among teacher trainee
- Diagnostic and remedial approach for slow learner
- Guidance and counselling techniques for the weaker teacher trainee
- Innovative techniques and method used in teaching learning process for the development of Knowledge, skills and attitude among teacher trainee i.e. Seminar, Group discussion, team teaching, supervised study, self study, project method etc.

- **Examination and Evaluation**

The procedure lay down by the Swami Ramanand Teerth Marathwada University, Nanded is Strictly followed by the institution for internal and external evaluation process. Rules of conducting the examination for faculty and teacher trainees are followed as provided in the circulars issued by the university time to time. The nature of Evaluation System in B.Ed. Curriculum is internal and external evaluation.

The nature of the B.Ed. course is as follows:

50% marks is allotted to the theoretical foundation

50% marks is allotted to the practical foundation

**Continuous Internal Evaluation (CIE) for Theoretical Foundation Courses:**

Seminars, assignments, practicum related to theory papers are assigned to the every teacher trainee.

Guidance is given to the teacher trainees for the completion of the practicum. After the completion of every activity report is submitted by the teacher trainee for the assessment. Immediate feedback is given to the teacher trainee for the improvement.

Regular class tests are taken to acquire the knowledge. Immediate feedback is given to the teacher trainee by assessing the answer sheets. Proper feedback is given regarding proper writing of answers after the class tests and assignments.

After completion of the practicum teacher trainees presented their project work before the teacher educators. At the end of academic year viva voce examination is arranged as per the guidelines of university. Teacher educators evaluated the project work of the teacher trainees and give the feedback for future.

**Continuous Internal Evaluation of Practical Courses**

**Micro Lessons and Integrated Lessons**

These lessons are taken by the teacher trainee in the institution level in the simulated atmosphere. Group wise presentation is taken. One teacher educator is appointed as a guide to each group. Observation schedule is constructed for each type of lesson. As per the observation schedule each and every lesson is evaluated by the teacher educator and teacher trainees. Apart from this schedule guidance and feed back is given to the teacher trainee by the teacher educators and teacher trainees.

**Practice lesson:**

Practice lessons, Models of teaching lessons, Content cum methodology lessons and ICT based lessons are taken in the schools. For the effective and innovative lessons proper guidance is given to the teacher trainee

for planning of the lesson. One teacher educator is appointed for the observation of lessons of a group. Immediate feedback is given by the teacher educators at the time of practice lessons.

### **Internship Programme**

In the internship programme teacher educator is appointed for a group and mentor teacher also appointed as per the guidelines of curriculum framework. Teacher educators and mentor teacher given feedback to the teacher trainee in the school. School Head masters also gave feedback to the teacher trainees. Daily Regular meetings are organised and immediate feedback is given in these meetings by the mentor teacher and teacher educator.

### **Continuous Internal Evaluation System for Enhancing Professional Capacities Related Courses**

Various practical under Enhancing Professional Capacities (EPC) such as Reading and Reflecting on Text, Drama and Art in Education (First Year), Critical Understanding of ICT, Understanding the Self, are conducted in a innovative way. Orientation and workshop module is used for the completion of these courses. After completion of activities viva voce is taken and teacher trainees are presented their projects. Various types of evaluation methods is used such as observations, remarks on report in the written form, face to face discussion etc.

### **Content Test**

Content test is conducted to evaluate the content knowledge related to their methodology subjects and remedial measures are used for content knowledge enrichment.

### **Preliminary Examination**

Preliminary examination is conducted apart from the curriculum before the 15 days of the university exam. While assessing the papers written feedback is given for proper performance in the university examination. In this way Continuous Internal Evaluation System is used for the all round development of the teacher trainees.

### **• Research and Development**

- Post Graduate course is not run by the institution though at B.Ed. level research activities are conducted to create research attitude among the teacher trainees.
- The IQAC and the Research Committee is functional in the institution to promote research related activities.
- Faculty members are encouraged to the teacher trainees to undertake research based project while completing the practicum. Various practicum are completed by the teacher trainees by using research procedures under the guidance of faculty.

- Action research projects are completed by the teacher trainees related to core papers, practical courses and practical courses related to enhancing profession capacities. Various types of tools are developed for data collection by the faculty and teacher trainees.
- Three faculty members are Ph.D. guide in the faculty of education. Under the guidance of these research guides researcher are engaged in the research work

Sr. No.	Name of the Research Guide	University	Total Researcher Working	Thesis submitted in this academic year	Ph.D. Awarded
01	Dr. Dhoot U.M., Principal,	S.R.T.M.U. Nanded	08	--	02
02	Dr. Jadhav P.M., Associate Professor	Dr.B.A.M.U., Aurangabad	05	01	--
03	Dr. Subhedar B.P., Associate Professor	Dr.B.A.M.U., Aurangabad	04	--	--

- **Library, ICT and Physical Infrastructure / Instrumentation**

**Library Facilities**

For achievement of aims and objectives of the library and smooth functioning of the library, Library Committee is formed at institution level. Regular meetings are conducted for the library development and planning and implementation of various library activities.

**Availability of Infrastructural facilities in the library**

- Separate Library
- Separate Reference Section
- Reading room facility for faculty and teacher trainees

**Availability of Resources in the library**

- 24890 No of text books, 5010 No. of reference books, 18 No. of periodicals, 05 No. of news papers
- E-journal facility
- 03 No. of computers with internet facility, Xerox facility
- **Following library services are provided to the teacher trainee, faculty and other readers**
- Book Bank facility
- Extra Book facility to gifted teacher trainees and slow learner teacher trainees.

**Activities, Programmes organised by the library**

- Book exhibition on the occasion of various programmes i.e. Vachan Prerna Din, Ranganathan's Birth Anniversary
- Propagation of activities, programmes organised in the college
- Collection of college news published in the news papers

### New Purchase

Library has purchased 105 no of books in the academic year 2017-2018.

- **Human Resource Management**

Policy and process of Human Resource Management adopted by the IQAC is as follows

- Distribution of responsibilities among the faculty as Administrative head and Academic Head.
- Distribution of workload among the faculty as a head of the department and head of the activity
- Formation of various committees for implementing the curriculum, activities in a proper manner.
- Formation of student council, club, houses, groups for internship programmes for implementation of student mentoring activities
- Organization of regular staff meetings for planning and implementation of every activity, programme in a innovative way.
- Utilization of various resources available outside the campus for development of the institution.
- Focus is given on utilization of human resources according to the ability, capacity of the human resources available in the campus and outside the campus.

- **Industry Interaction / Collaboration**

Sr. No.	Name of the Industry	Nature of Programme	No. of Students Participated	Remarks
01	Forest Department, Parbhani	Tree plantation programme	53	Tree plantation in college campus and in the practicing schools
02	Govt .Civil Hospital, Parbhani	Rangoli Competition based on blood donation	04	Aarti Nalwade awarded III <sup>rd</sup> Prize
03	Govt. Civil Hospital, Parbhani	Slogan Competition based on blood donation	07	Pooja Sawandkar awarded III <sup>rd</sup> Prize
04	Dhanwantari Dental College, Parbhani	Dental hygiene awareness programme and Dental check up programme	53	--
05	All India Radio, Parbhani	Yuvawani Special programme for Youth “Dosti Tuzi Mazi”	53	Broadcasting of this programme in eight parts

06	Dr.Kalsni & Group	Awareness programme for adolescent girl student in secondary school <b>“Kali Umaltana”</b>	100 Student in 7 <sup>th</sup> to 9 <sup>th</sup> Std. of Z.P. Girls High School, Parbhani	
07	Secondary Schools in Parbhani City	Field work related to Practice Lessons, Annual Lessons, Internship Programme	53	

- **Admission of Students**

The admission process for B. Ed. course in Maharashtra State is centralized one. CET for the admission is conducted through the Govt. of Maharashtra. Graduate students in any faculty are eligible for CET exam. Admission is given to the students on CET merit basis. CET cell of Govt.of Maharashtra is the competent authority to give the admission to B.Ed. Regular course.

The process of admission is online which offer transparency at every level of admission process. The admission process gives an opportunity to qualified students from all sectors of the society. Thus admission policy is decided and applied through Govt. of Maharashtra. The students are admitted in the institution for the B.Ed. course with strict adherence to the rules framed out by the higher authority.

**Admission Policy**

**Reservation policy for B. Ed. admission is as follows as per the State Government policy reservation policy is adopted in the institution.**

Sr. No.	Category	Intake Capacity
01	Open	50%
02	SC	13%
03	ST	07%
04	NT	11%
05	OBC/SBC	19%

**Minimum Qualification for admission for B. Ed. Course**



Sr. No.	Course	Minimum Qualification	
		Open	Reservation
01	B. Ed. Regular	Graduate from any faculty with 50% marks and appeared CET	Graduate from any faculty with 45% marks and CET appeared and qualified student

#### Admission Quota for B. Ed. Course

Sr. No.	University Quota	Other University Quota	Other State Quota
01	70%	28%	02%

#### 6.2.2 : Implementation of e-governance in areas of operations:

##### ❖ **Planning and Development**

##### ❖ **Sources of e-governance in Planning and Development**

- College Website
- College E-mails
- Faculty E-mails

##### • **Whatsapp groups created by the institution**

##### **Implementation of e-governance in Planning and Development is as follows:**

- Preparation of academic calendar and distribution among the faculty and student teacher through Whatsapp groups
- Preparation and circulation of various time tables through whatsapp groups
- Availability of wi-fi facility to the college staff and student in college campus
- Availability of wi fi facility to the administrative section and library section of the college
- Availability of e-journals to the college staff and student teacher
- Provision of e-resources to the faculty and student teacher

##### ❖ **Administration**

Administration of the institution is implemented through e-resources i.e. e-mails, websites, web portals.

- Implementation of postal communication to the various higher authorities and various institutions through e-resources and by post etc.
- Establishment Department, Account Section, Student Section done their various tasks online.
- Information regarding institution is uploaded on the various linkages time to time i.e. State Govt., Director of Higher Education, Joint Director of Higher Education, UGC, AISHE, University, NCTE, QCI, NAAC, RUSA, District Collector Office, Parbhani etc.

❖ **Finance and Accounts**

This institution is Govt. institution. In the institution Financial/purchase Committee is formed. Principal, all faculty members and administrative staff members are the member of this committee. Every financial decision is taken through this committee.

Budget Submitted to the Director of Higher Education, Pune and they sanctioned the yearly budget to the college and as per budget by Mahakosh BDS system financial process is done

**Implementation of e-governance in Finance and Accounts is as follows:**

- Monthly salary of the staff
- Online Loan facility
- Student scholarships
- Purchase through GeM
- Online office expenditure

❖ **Student Admission and Support**

❖ **Implementation of e-governance in Student Admission and Support**

The admission process for B. Ed. course in Maharashtra State is centralized one. CET for the admission is conducted through the Govt. of Maharashtra. Graduate students in any faculty are eligible for CET exam. Admission is given to the students on CET merit basis. CET cell of Govt. of Maharashtra is the competent authority to give the admission to B. Ed. Regular course.

The process of admission is online which offer transparency at every level of admission process. The admission process gives an opportunity to qualified students from all sectors of the society. Thus admission policy is decided and applied through Govt. of Maharashtra. The students are admitted in the institution for the B. Ed. course with strict adherence to the rules framed out by the higher authority. Total admission process is conducted by the CET Cell of Govt. of Maharashtra online. E-mails and messages on student mobile are sent to the student regularly during the admission process.

❖ **Examination**

❖ **Implementation of e-governance in Examination is as follows:**

- Online Circulation of information regarding examination through university website
- Circulation of information regarding examination through Whatsapp groups at college level.
- Question Paper Delivery is online through the university.
- Online declaration of the result through the university

### 6.3 Faculty Empowerment Strategies

6.3.1 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

- Faculty has provided duty leave for attending the conferences, workshops, symposiums and seminars and present the papers.
- Faculty has encouraged for membership of professional bodies

Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
		<b>NIL</b>		

6.3.2 Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	Dates (from-to)	No. of participants (Teaching staff)	No. of participants (Non-teaching staff)
<b>NIL</b>					

6.3.3 No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	Date and Duration (from – to)
1. Short term course	01	<b>05/03/2018 to 10/03/2018</b>
2. NCTE Accreditation and Ranking Process of TEI's	02	<b>03/07/2017</b>
3. NCTE TeachR Ranking and Accreditation Framework for TEI's	02	<b>22/07/2017</b>
4. E tendering and NPS Training Programme	07	<b>27/09/2017</b>
5. YCMOU B. Ed. Programme Evaluation	01	<b>23/12/2017</b>

6.3.4 Faculty and Staff recruitment (no. for permanent/fulltime recruitment):

Teaching		Non-teaching	
Permanent	Fulltime	Permanent	Fulltime
1+6=7	1+6=7	08	08

6.3.5 Welfare schemes for Teaching Staff, Non teaching Staff and Students

Teaching Staff	<ul style="list-style-type: none"> <li>• Duty leaves to the faculty for participation and presentation in seminar, conference etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reimbursement of medical bills</li> <li>• The pension and gratuity provision are made available as per the rules and the regulations of the Maharashtra State Govt.</li> <li>• The loan facility (Home lone, vehicle lone, computer loan etc.)</li> <li>• GPF, DCPS, GIS and festival advances</li> </ul> <p><b>In addition to that—</b></p> <ul style="list-style-type: none"> <li>• The principal of the institution give the motivation and measures performance to the staff in various areas i.e. administration, academic etc.</li> <li>• The principal of the institution measures performance of the staff through CR in every academic year.</li> <li>• Teaching staff members are felicitated by the Principal on their achievements.</li> </ul>
Non teaching Staff	<ul style="list-style-type: none"> <li>• Duty leaves to the faculty for participation in orientation programmes and career advancement schemes.</li> <li>• Reimbursement of medical bills</li> <li>• The pension and gratuity provision are made available as per the rules and the regulations of the Maharashtra State Govt.</li> <li>• The loan facility (Home lone, vehicle lone, computer loan etc.)</li> <li>• GPF, DCPS, GIS and festival advances</li> </ul> <p><b>In addition to that—</b></p> <ul style="list-style-type: none"> <li>• The principal of the institution give the motivation and measures performance to the staff in various areas i.e. administration, academic etc.</li> <li>• The principal of the institution measures performance of the staff through CR in every academic year.</li> <li>• Teaching staff members are felicitated by the Principal on their achievements.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Various Govt. Scholarships for students on the basis of their category</li> <li>• Relaxation in submission of fees in instalments</li> <li>• Financial assistance to the students for attending the various competitions</li> <li>• Book bank facility</li> <li>• Wifi facility for the use of online resources</li> </ul>

#### **6.4 Financial Management and Resource Mobilization**

6.4.1 Institution conducts internal and external financial audits regularly  
(with in 100 words each)

##### **Internal Financial Audit**

- The State Govt. allocated financial budget after submitted budget to the State Government. The institution is mainly dependent on the State Govt. for its financial assistance, both for development and day to day expenditure which is classified as Plan and Non Plan Grants. These grants utilised in the whole financial year as per the planning, budget.
- Internal financial audit is carried out by the auditor, account section, Joint Director of Higher Education, Nanded Region, Nanded. All the record verified by the auditor regularly.

- At the college level, cash book is maintained and verified regularly.

### External Financial Audit

- External Audit is carried out by the Accountant General, Nagpur as per their schedule.

6.4.2 Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies/ individuals	Funds/ Grants received in Rs.	Purpose
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**NIL**

6.4.2 Total corpus fund generated

**NIL**

### 6.5 Internal Quality Assurance System

6.5.1 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	1. Directorate of Higher Education, Pune 2. Govt. of Maharashtra, Mumbai 3. NAAC 4. UGC 5. SRTM University, Nanded 6. AISHE 7. QCI	Yes	Principal
Administrative	Yes	1. Directorate of Higher Education, Pune 2. Govt. of Maharashtra, Mumbai 3. NAAC 4. UGC 5. SRTM University, Nanded 6. AISHE 7. QCI	Yes	1. Principal 2. Finance Officer, Joint Director Office, Nanded Region, Nanded

6.5.2 **Activities and support from the Parent – Teacher Association (at least three)**

- Parents meet
- Feedback from parents regarding curricular and co-curricular activities
- Tree plantation in coordination with parents

6.5.3 **Development programmes for support staff (at least three)**

- Participation in Training programmes organized by various institutions
- Provision of various types of leaves for attending the training programme
- Organization of Yoga activities and camp

6.5.4 **Post Accreditation initiative(s) (mention at least three)**

1. AQAR is prepared and submitted to the NAAC				
2. Activities are implemented as per the guidelines by the IQAC and peer team.				
3. Implementation of Skill Development Programme				
<b>6.5.5</b>				
a. Submission of Data for AISHE portal : (Yes /No) Yes				
b. Participation in NIRF : (Yes /No) No				
c. ISO Certification : (Yes /No) No				
d. NBA or any other quality audit : (Yes /No) No				
6.5.6 Number of Quality Initiatives undertaken during the year				
Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from-----to-----)	Number of participants
	Submission of Proposal to RUSA for seeking grants for college development	20/11/2017	20/11/2017 to 30/04/2018	09
	Tree plantation in college campus and in practice schools and internship schools	01/07/2017	01/07/2017 to 05/07/2017	63+100

## **CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period (from-to)	Participants	
		Female	Male
Blood donation awareness programme	07/02/2017 to 07/02/2017	02	10
Guest lecture on the occasion of Women's day programme	08/03/2018 to 08/03/2018	26+08=34	16+07=23
Poster Presentation and Publication on the occasion of celebration of special days	17/7/2017 to 31/3/2018	53+10	53+10
Essay competition on women empowerment	08/3/2018 to 08/3/2018	12	15
Doll making & slogan competition in internship schools under the SUPW activity	08/02/2017 to 09/02/2017 and in internship programme	26+08=34+100	16+07=23+80

Expert lecture delivered on gender equality	08/3/2018 to 08/3/2018	12	16+07=23
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7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:  
Percentage of power requirement of the College met by the renewable energy sources

Sr. No.	Title of the programme	Duration	Participants
01	Tree plantation programme in college campus	01/07/2017	72
02	Tree plantation programme in practicing schools	05/07/2017	62+100
03	Orientation programme regarding conservation of energy		63
04	Work experience programme (Preparation of best from waste – File making, Doll making from paper plates, Tabla making from coconut etc.)	08/02/2017 to 09/02/2017	63
05	Awareness programme regarding water literacy	21/02/2018	63
06	Vidnyan Ranjan Programme	06/03/2018	63

7.1.3 Differently abled (Divyangjan) friendliness

Items Facilities	Yes/No	No. of Beneficiaries
Physical facilities	Yes	
Provision for lift	No	--
Ramp/ Rails	No	--
Braille Software/facilities	No	--
Rest Rooms	Yes	
Scribes for examination	Yes	
Special skill development for differently abled students	No	
Any other similar facility	1. Allotment of nearest practicing and internship school 2. Allotment of suitable time for practice lessons	

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
2017 - 2018	05	05	In the whole academic year as per the academic calendar and	1.Rally regarding Cleanliness 2.Cashless awareness programme for the society 3.National Integration Rally	1.Campus cleanliness 2. Cashless transaction 3.National Integration	62+150 62+50 62+100

			various circulars from various agencies circulated time to time	4.Health awareness programme 5.Health awareness programme 6.Tree plantation awareness rally	4.Yoga Awareness 5.Rubella awareness	16 62+200
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### 7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders

Title	Date of Publication	Follow up (maximum 100 words each)
Nitipath pustika	June 2017	In the beginning of the academic year Nitipath pustika is prepared. Various prayers, patriotic songs, explanation of good thoughts value based thoughts is included in the book. This book is distributed among the newly admitted teacher trainees. This book is used teacher trainees for the morning assembly. Purpose of preparation of this book is to inculcate various types of values among the teacher trainee. This book is also distributed among the IQAC members and practice schools. Qualitative aspect of this book is stated by the teacher trainee, IQAC members, school head masters and school teachers and also suggests improvements for by the teacher trainees carried forward in the next year
Work Books related to various practicum	June 2017	In the beginning of the academic year work books related to the various practicums is developed. In these work books code of conduct for the teacher educators, teacher trainees, school teachers, school head masters, is includes for proper implementation of the particular activity or practicum.

### 7.1.6 Activities conducted for promotion of universal Values and Ethics

Activity	Duration (from-----to-----)	Number of participants
1. <b>Inculcation of Ethical, Moral Values</b> (Conduction of morning assembly, Organisation of various birth anniversaries, Organisation of special days, Organisation of cultural activities,	3/7/2017 to 31/3/2018	600
2. <b>Environmental awareness</b>	21/7/2017 to 22/2/ 2018	600



<p><b>programme</b> (Tree plantation, Environmental cleanliness awareness programme, Conservation of electricity awareness programme, Disaster management programme etc.)</p> <p><b>3. Health awareness programme</b> (Yoga activity, Dental Check up programme, Awareness programme related to special issues health of female teacher trainees, Blood donation awareness programme, Stress Management programme)</p> <p><b>4. Development of Leadership Qualities among the teacher trainees</b> (Student council activities, club activities, house activities, Internship programme, Seminar, Group Discussion, Panel Discussion etc.)</p>	<p>21/6/2017 to 31/3/2018</p> <p>17/8/2017 to 9/4/2018</p>	<p>600</p> <p>500</p>
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7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)

Sr.No.	Title of the Activity	No. of participant
01	Tree plantation in college campus and internship programme	Teacher Trainees 53 and School students 500
02	Cleanliness Campaign	Whole academic year in College campus and in practicing and internship schools
03	Poster Presentation	Whole academic year on the occasion of celebration of special days
04	Awareness Programme related to conservation electricity	10 August 2017
05	Disaster Management Programme	01/02/2018 : 35 Teacher trainees and 02 Faculty members

## 7.2 Best Practices

Describe at least two institutional best practices  
Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

### **Title of the Practice**

### **Best Practice One : Development of Self Understanding Ability Among the Teacher Trainee Through Understanding the Self Activity**

#### **Objectives of the Practice**

1. To enable the student teacher to the ability to understand the components of understanding the self.
2. To develop the inner self among the teacher trainee.
3. To develop the attitude regarding professional identity among the teacher trainee.
4. To develop the personality of teacher trainees for the global society.
5. To implement various activities for the development of self esteem among the teacher trainee.
6. To develop the professional skill among the teacher trainees related to teaching profession.
7. To develop a holistic and integrated understanding of the human self and personality to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths among the teacher trainees.

#### **The context**

The admission process for B. Ed. course is centralised. Teacher trainees are enrolled from various sectors of the society. They have different types of locality, community, psycho-social-cultural-economical-religious backgrounds. Due to these differentiations they have different knowledge, abilities, skills, attitudes etc. Admitted teacher trainees are also enrolled for the various faculties of education i.e. Arts, Science, Social Sciences, Commerce, Mathematics, Statistics, Engineering, Technology and Agriculture. Medium of instruction is also different. Therefore it is the necessary need that every teacher trainee should be in a same platform for the development of the knowledge, skills and attitude related to the teaching profession.

The main purpose of teacher training programme is to enrich the content knowledge of teacher trainees, to develop the skills related to teaching profession, of reflective thinking, creative, innovative ways of thinking.

The purpose of implementation of **Understanding the Self Activity** is to develop self concept and self esteem, inner self, self confidence, self awareness, personality, life skills, skills related to teaching profession and holistic and integrated understanding of the human values.

#### **The practice**

**Following activities are implemented for the development of Self Understanding abilities among the teacher trainees**

<b>Sr.No.</b>	<b>Title of the activity</b>
1	Orientation programme for Understanding the Self
2	Collection & Reflection on news paper cuttings related to innovative practices in education
3	Reading & Reflecting on Text & Presentation of report
4	Open interview of eminent personalities in the field of education
5	Expert lectures based on various aspects in the field of education
6	An interview of experienced school teachers
7	An interview of innovative teacher
8	School survey regarding availability various resources in the school
9	SWOT Analysis
10	Feedback on SWAT Analysis
11	Group Discussion/Panel Discussion
12	Preparation of Resume
13	Report submission
15	Mock Interview & Assessment

### **Uniqueness of the practice in the context of Indian higher education**

Importance and uniqueness of this activity is as follows

The teacher must know the elements of components of self for the development of integrated and holistic personality as a person and as a teacher.

Elements of the Self is as follows:

1. Self knowledge - Who am I?
2. Self expectation – Who or what do I want to be?
3. Social Self – How person perceived by others?
4. Self evaluation – How well do I like myself?

For the inculcation all these components among the teacher trainee all these implemented activities are important.

### **Evidence of Success**

**Evidences of success of these activities are as follows**

<b>Sr. No.</b>	<b>Title of the activity</b>	<b>Evidences of success</b>
1	Orientation programme for Understanding the Self	Teacher trainees are understand the concept of understanding the self
2	Collection & Reflection on news paper cuttings related to innovative practices in education	Teacher trainees are get acquainted with various innovative practices in the field of education.
3	Reading & Reflecting on Text & Presentation of	Teacher trainees are able to reflect any type

	report	of read text and presented their views.
4	Open interview of eminent personalities in the field of education	Teacher trainees are introduced with eminent personalities in the field of education.
5	Expert lectures based on various aspects in the field of education	Teacher trainees get knowledge related to various aspects in the field of education.
6	An interview of experienced school teachers	Teacher trainees are introduced with the various innovative practices and experiment done by the experienced school teachers in the field of education.
7	An interview of innovative teacher	
8	School survey regarding availability of various resources in the school	Teacher trainees introduced with the present scenario of the school of Parbhani City.
9	SWOT Analysis	Teacher trainees are enable to understand the elements of SWOT analysis and they were able to measure their Strengths, weaknesses, Opportunities for the self development and Threats.
10	Feedback on SWOT Analysis	
11	Group Discussion/Panel Discussion	Teacher trainees expressed their views confidently on any topic.
12	Preparation of Resume	Teacher Trainees prepared their resume in appropriate manner.
13	Report submission	Report writing skill is developed in the teacher trainees.
15	Mock Interview & Assessment	Interview skill is developed in the teacher trainees.

1. Ability to understand the components of understanding the self is developed among the teacher trainee.
2. Teacher trainees are enabling to develop inner self.
3. Attitude regarding professional identity among the teacher trainees is developed successfully.
4. Personality of teacher trainees is developed in the light of global society
5. Teacher trainees are enabling to develop self esteem through implementation of various activities.
6. Professional skill among the teacher trainees related to teaching profession is developed.
7. Holistic and integrated understanding of the human self and personality to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths among the teacher trainees are developed successfully.

#### **Problems Encountered Resources required**

**Following problems are encountered during the implementation of various activities related to understanding the self**

- **Psychological factors of teacher trainees**

Teacher trainees are enrolled from various sectors of the society. They have different types of locality, community, psycho-social-cultural-economical-religious backgrounds. Due to these differentiations they have different knowledge, abilities, skills, attitudes etc. Admitted teacher trainees are also enrolled for the various faculties of education i.e. Arts, Science, Social Sciences, Commerce, Mathematics, Statistics, Engineering, Technology and Agriculture. Medium of instruction is also different. Therefore every teacher trainee is not in a same platform for the development of the knowledge, skills and attitude related to the teaching profession.

- **Insufficient psychological equipments**

Psychological equipments are insufficient for the assessment and evaluation of self understanding, self esteem, personality, self confidence etc of the teacher trainees.

- **Limitations of psychological tests and self developed for assessment and evaluation**

Results of the research problems are not 100% valid and reliable due to the limitations of various psychological tests and self developed tests.

## **Best Practice Two : Implementation of Women Empowerment Programmes**

### **Objectives of the Practice**

1. To create an awareness regarding self esteem among the female teacher trainees.
2. To develop the attitude regarding professional identity among the female teacher trainee.
3. To develop the personality and ensure the sound physical and mental health of the female teacher trainee.
4. To create awareness regarding human rights in female teacher trainees.
5. To develop the professional skill among the female teacher trainees related to teaching profession.
6. To ensure the female teacher trainees with national issues like environment, value education, e-learning, e-governance etc.
7. To develop the personality of female teacher trainees for the global society.

### **The context**

**As per this proverb the institute plays an important role for the development of personality and ensure sound physical and mental health of female teacher trainees.** For this purpose the institute organizes various programmes to create an awareness regarding human rights in female teacher trainees. The institution has more than 50 % female teacher trainees. The institution also has 85% percent female teaching faculty. The teaching faculty taking care of female teacher trainees by all respect. Now a days there are many problems related to women's security. So it is necessary to make aware the female teacher trainees about their self defence. The institution has been form the Women Redressal Cell. Through this cell the institution solves issues like family issues, financial issues, social issues and personal issues

etc. of the female teacher trainees and the institution encourage them by arranging various programmes and activities like guest lectures on women empowerment, women health, laws related to women, ICT awareness programmes, financial awareness programmes, gender equality related programmes, Scientific attitude related programmes, programmes related to sensitivity, punctuality, neatness, patriotism etc. Thus we proud of the fact that the institution involves in taking efforts for the women empowerment for global society.

## **The practice**

### **Following activities are implemented for the Women Empowerment**

1. Expert lectures are organized for the female teacher trainees to create an awareness regarding self esteem i.e. personality development, yoga activities, sports activities, knowledge about constitutional laws related to women, Drills and demonstrations are conducted to orient them on the importance of physical fitness and well being, importance of sound physical and mental health, provision of awards for best performance etc.
2. For the development of the attitude regarding professional identity among the female teacher trainee various activities are organized i.e. Self identity through Talent search programme, Micro teaching workshop, Lesson planning workshop, preparation of teaching aid workshop, evaluation workshop, practice lesson workshop, Model lesson workshop, Content cum methodology workshop, (TBL), Models of teaching, Reading and reflecting on text workshop and activities, Understanding the self workshop and activities, seminars, tutorials, assignments, group discussions, implementation of internship activity for one month for B. Ed. first year and three months for B. Ed. second year, SUPW activities, Marathi language fortnight, cultural activities, celebration of various days and weeks, annual gathering etc. In this way the institution develop the professional skills among the female teacher trainees and also all the teacher trainees.
3. For the creating of awareness regarding human rights in female teacher trainees the institution has organised various programmes such as orientation regarding constitutional laws related to women, democratic values, ethical values, moral values, social values, development of leadership qualities among female teacher trainees. Enhancement of the quality of academic activities working through small groups for the academic excellence, maintenance of discipline and cleanness and responsibilities.
4. For the awareness of national issues like environment, value education, e-learning, e-governance etc. among the female teacher trainees various types of programmes and activities are organised by the institution. B. Ed. Curriculum itself adequately represented and reflected the above national values. Through morning assembly following values are inculcated among the female teacher trainees like patriotism, national integration, tolerance towards all religions, gender equality, scientific attitude, modesty, sensitivity, punctuality, neatness. These values are essential for the character building. They reflect India's aspiration to provide a healthy and joyful life, promote intellectual and aesthetic pursuits and elevate moral cultural and spiritual fulfilment. In addition to this our institution is conducts the social service programme like environment education, school health services, sports, cultural activities, cleaning of school area, various rally's related to social issues, preparation and presentation of wall papers, preparation hand books, teacher trainees speeches etc.

## **Evidence of Success**

### **Evidences of success of this activity is as follows**

1. Through the talent search programme teacher trainees express their identity in the form of self introduction, inner qualities and speciality and skills. By identifying of the skills and special qualities of the teacher trainees the institution organizes various types of programmes to uplift the personality of female teacher trainees.
2. For the enhancement of teaching capacities and personality development teacher trainees prepared various types of teaching learning resources like charts, models, e-learning resources, three dimensional pictures, flannel units, slides under the guidance of teacher educators. The teacher trainees used these teaching learning resources in the practice lessons and internship programme and annual lesson.
3. By organization of Micro teaching workshop, Lesson planning workshop, preparation of teaching aid workshop, evaluation workshop, practice lesson workshop, Model lesson workshop, Content cum methodology workshop, (TBL), Models of teaching, Reading and reflecting on text workshop and activities, Understanding the self workshop and activities, seminars, tutorials, assignments, group discussions, implementation of internship activity for one month for B. Ed. first year and three months for B. Ed. second year, SUPW activities, Marathi language fortnight, cultural activities, celebration of various days and weeks, annual gathering etc. female teacher trainees apply all the knowledge, skill and attitude in various types of academic, professional, social and cultural activities and develop themselves independently under the guidance of faculty.

### **Problems Encountered Resources required**

### **Following problems are encountered during the implementation of various activities related to Women Empowerment**

### **Problems Encountered related to Admission Process**

1. The admission process for B. Ed. course is centralised. Majority of female teacher trainees are enrolled from various sectors of the society. They have different types of locality, community, psycho-social-cultural-economical-religious backgrounds. Due to these differentiations they have different knowledge, abilities, skills, attitudes etc. At the time of admission they faced many types of technical problems regarding online admission, documentation, scholarship issues, financial issues, marital issues, financial issues. Various types of scholarships given by the government. The teacher trainees are also from the various faculties of education i.e. Arts, Science, Social Sciences, Commerce, Mathematics, Statistics, Engineering, Technology and Agriculture. In this regard they have also faced problems related to selection of teaching methods. Medium of instruction is also different. Therefore it is the necessary need that every teacher trainees should be in a same platform for the development of the knowledge, skills and attitude related to the teaching profession. These problems encountered and the institution oriented them properly for overcome these problems.
2. Majority of female teacher trainees are from the rural area. They have needed to orient regarding content knowledge, built up the confidence and to bridge the course.

3. The faculty organized the remedial teaching after diagnosing the difficulties of the female teacher trainees in each and every programme.

In this way the institution encountered and solves the problems of female teacher trainees and gives them opportunity for the development of teaching and professional capabilities.

### **7.3 Institutional Distinctiveness**

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust  
Provide the weblink of the institution in not more than 500 words

## **Implementation of Co-curricular and Extra Curricular Activities in Internship Programme**

### **Introduction**

“*Ya Kriyavan Sah Panditah*”: “The one who practices what he preaches... is the real scholar” is the vision of this institution. To reach up to the vision this institution is implemented various types of activities. So all round developed teacher must be shaped. During the two years B. Ed. Programme maximum weightage is given to internship programme.

As per the guidelines of NCTE Regulation Act 2014 internship programme is the major part of B. Ed. Curriculum Implementation of curricular, co curricular and extra curricular activities are included in the in internship programme. Development of reflective teacher is the main aim of the internship programme.

### **Objectives of Internship Programme**

1. School internship would be a part of the broad curricular area of engagement with field and shall be designed to lead to development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills.
2. To develop sustained engagement with learners and including continuous, comprehensive assessment of learners.
3. To develop the diverse needs (Physical, Mental, Moral and Social) of learners.
4. To develop positive attitude about schooling and teaching in student teacher.
5. To provide the opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice.
6. To take up the responsibilities as a teacher independently to student teacher after the completion of the internship programme.
7. To give experience about planning, teaching and evaluation.

For the achievement of these objectives steps of implementation of internship programme is as follows:

#### **I. Pre Internship meetings**

- a. Pre internship meetings with faculty
- b. Pre internship meetings with Schools (School Head masters, mentor teachers)
- c. Pre internship meetings with teacher trainees



- II. Pre Internship workshop**
- III. Execution of Internship Programme**
- IV. Out put of the internship programme by using feedback mechanism**

**Activities included in the curriculum related to the internship programme**

**1. B. Ed. First Year internship programme**

- Planning and implementation of Visit to ideal school
- Planning and implementation of School survey
- Planning and implementation of Practice teaching
- Planning and implementation of Observation of teaching of the experience teacher
- Planning and implementation of Interview of experienced teacher
- Planning and implementation of Observation of school records
- Planning and implementation of Co curricular and extra curricular activities

**2. B. Ed. Second Year internship programme**

- Planning and implementation of timetables related to various activities
- Planning and implementation of evaluations process
- Planning and implementation of observation of school records
- Planning of Co curricular and extra curricular activities
- Planning and implementation of other activities i.e. psychological testing and analysis, diagnostic testing and remedial teaching, awareness programmes, programmes related to parent teacher association,
- Planning and implementation of Interview of experienced teacher

Above mentioned activities are implemented as per and apart from the guidelines given by the NCTE and University.

**Distinctiveness of Activities implemented in the Internship Programme**

1. Expert lectures on various social issues i.e. anti superstitions, scientific attitude, currier guidance, gender equality, preparation for the examinations, competitive examinations etc.
2. Workshops on health issues i.e. issues related to women health, Medical check up, dental check up etc.
3. Yoga orientation and workshops
4. Preparation and presentation of science and maths projects
5. Preparation and exhibition of tools prepared by the school students in work experience and SUPW.
6. Environmental awareness programme i.e. tree plantation, rally (Vriksha Dindi), Rally related to cleanliness campaign etc.
7. Various intellectual competitions i.e, handwriting, essay writing, language proficiency skill development,
8. Various artistic competitions i.e. rangoli, drawing, handwriting, fancy dress, singing,
9. Field visit : Visit to exhibition related to various tools used in Mahatma Gandhian period
10. Preparation and publication of posters on the occasion of anniversaries.

**Distinctiveness of implementation of these activities**

- Rigours planning and implementation
- Face to face guidance and communication to the teacher trainees
- Involvement and active participation of the teacher trainees in every activity
- Maximum utilization of the various resources of the school and institution
- Involvement of the faculty in every activity for the qualitative implementation of activities
- Compulsion of regular 100% attendance

- Assigned various jobs and responsibilities to the teacher trainees
- Demand from the school for implementation of the internship programme
- Regular meetings with the mentor teachers and faculty during the internship
- Use of feedback mechanism for assessing the achievement of objectives and quality improvement
- Guidance of experienced faculty and school human resources
- Full time availability of faculty and mentor teacher, school head master and school subject teacher
- Availability of placement facility to the teacher trainees due to the impact of internship programme

### **Evidence of Success**

- Enrichment of knowledge i.e. content knowledge, knowledge related to various aspects of profession.
- Various skills are developed in the teacher trainees i.e. planning skills, teaching skills, managerial skills etc.
- Various capacities and abilities are developed in the teacher trainees' i.e. professional capacities, social abilities, mental abilities etc.
- Inculcation of various types of values among the teacher trainees' i.e. ethical values, social values, cultural values etc.
- Affection and attachment is increased towards the school in the teacher trainees
- Attitude for the multidimensional teacher is developed
- Teacher trainees are appointed in the internship school as a teacher after completion of the B. Ed. Course

In this way this institution conducts the internship programme in a innovative way in relation to planning and implementation of curricular, co curricular and extracurricular activities.

### **8 Future Plans of action for next academic year (500 words)**

- **Submission of proposals for seeking grants to the RUSA for the purpose of infrastructural academic development of the institution.**

This institute is the oldest Govt. Institute in the Parbhani District. Construction of this building is very old. So Up gradation of the college building and renovation of existing college building is needed for the effective curriculum transaction. For this purpose the institution will submit the proposal regarding infrastructural development to Public Works Department (PWD), Parbhani. Public Works Department, Parbhani prepare the proposal the institution will forward this proposal to Rashtriya Ucchatar Shiksha Abhiyan, (RUSA) through the Director of Higher Education, Maharashtra Stata, Pune for the sanction. After sanction the grants from the Rashtriya Ucchatar Shiksha Abhiyan, (RUSA) proposal will be submit. After seeking the grants from Rashtriya Ucchatar Shiksha Abhiyan, (RUSA) committee will be formed for the controlling and implementing of each and every work and activity as per the proposal.

- **Up gradation of Library facilities**

Library is the soul of any educational institution. Library of this institution is so old. Huge old books are available in this library. But it is today's need that library should be up graded. In this regard for the up gradation of library facility new books, journals, reference books, instructional material, e-learning recourses will be making available for the academic development of the teacher trainees, faculty, research students and the society.

- **Up gradation of Laboratory facilities**

Information Communication Technology (ICT), Psychological Laboratory, Science Laboratory, Social Science Resource Centre, Language Resource Centre, Sports Department, Socially Useful Productive Work (SUPW) Department are existing in this institution. But more equipments and apparatus are needed the up gradation of these laboratories and resource centres. Some of the equipments, charts, models, e-learning resources, Information Communication Technology (ICT) Resources will purchased for the fulfilment of the need of the teacher trainees, faculty, research students and the society.

- **Implementation of Extension Activities for the School Teachers**

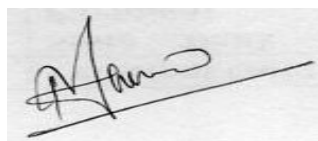
This institute is up graded as Centre for Teacher Education, (CTE). Implementation of extension activities is the main aim of CTE. In the Parbhani city there are near about 150 primary and secondary schools. There is need to orient the teachers with new and innovative approaches and practices in education. Thematic orientation programmes and workshops will be organised through this institution for the academic excellence of the teacher of Parbhani city and Parbhani District.

- **Encourage to the faculty for Research Activities**

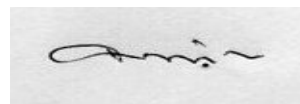
As per the suggestion given the NAAC peer team, faculty of this institute should be encouraged for the research activities. Opportunity will be provide to the faculty to publish research papers in the International, National conference, seminars, symposium, participate in the workshops, orientation or refresher courses and long term and short term courses which will be helpful to the academic development of the faculty. Faculty will also encouraged to do the innovative practices and research activities related to the B. Ed. curriculum in the institution for the academic improvement of the teacher trainees.

- **Implementation of Skill Development Programmes for the Teacher Trainees**

For the academic and professional development of the teacher trainees various skill development programmes will be implemented i.e. ICT skills, Language skills, Communication Skills, Presentation skills etc. Content knowledge enrichment programme also will be implementing for the academic and professional development of the teacher trainee.



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