



Government Of Maharashtra
Govt.College Of Education,
(CTE)
Parbhani

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Date : 29/11/2016

To,
Dr. Ganesh Hegde,
Assistant Advisor,
National Assessment & Accreditation Council,
P.O. Box No, 1075, Opp : NLSIU,
NAGABHAVI, BANGALORE - 5600072.

Subject: Intimation Regarding Uploading of SSR on Website.

Dear Sir,

We hereby intimate that SSR is uploaded on website as per following details.

Sr.No.	Particulars	
1.	Name of the Institution	Government College of Education, Parbhani
2.	Head of Institute	Dr. Dhoot U.M.
3.	Contact Mobile No.	9823555588
	E-mail ID	getepbn@gmail.com
4.	Co-ordinator	Smt. Totade S.P.
5.	Contact Mobile No.	9225920859
	E-mail ID	sunitatotade@yahoo.com
6.	Track ID of NAAC	MHCOTE12202
7.	Accreditation	Accreditation for 2 nd cycle
8.	a. Web site b. Web-link showing SSR	www.getepbn.org.in www.getepbn.org.in/naac/ssr/ssr2016.pdf
9.	a. Date of uploading SSR (SSR accepted, after one month of uploading only) b. Probable date of submission of SSR / RAR:	29/11/2016 22/12/2016
10.	Institution has uploaded the data of All India Survey of Higher Education (AISHE-MHRD) website: (Mandatory)	Yes, document is attached in annexure on page No. 209
11.	12B UGC status and X th plan development grant copy submitted to NAAC	Letter from UGC, X Plant allocation Under General Development Assistance to College dated 01/05/2006
12.	Probable date of NAAC peer team visit: (after 60 days of SSR submission and before 180 days)	20, 21, 22 February 2017, 22, 23, 24 February 2017, 14, 15, 16 March 2017
13.	Nearest airport for the peer team members to arrive and distance from airport to the college	Hyderabad / Aurangabad 360 km / 170 km

With Regards



(Signature)
(Dr. U. M. Dhoot)
Principal
Govt. College of Education, Parbhani
Parbhani-431401

**SELF-APPRAISAL REPORT
OF
GOVT. COLLEGE OF EDUCATION (CTE), PARBHANI.
Jintur Road, Parbhani Maharashtra 431401
Submitted to**



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grant Commission
P O Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

For

ASSESSMENT AND ACCREDITATION (Second Cycle)

By
Principal
Dr. Dhoot U.M.



Track ID of NAAC : MHCOTE12202
GOVERNMENT COLLEGE OF EDUCATION (CTE), PARBHANI
CONDUCTED BY GOVT. OF MAHARASHTRA
Website: www.gctepbn.org.in
E-Mail: gctepbn@gmail.com
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Parbhani**

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Principal House

Date : 15/07/2016

NAAC Steering Committee

Chairperson	-	Dr. Dhoot U.M.
Member	-	Dr. Jadhav P.M.
Member	-	Dr. Deshpande J.K.
Member	-	Dr. Subhedar B.P.
Member	-	Smt. Naigaonkar A.B.
Member	-	Shri Tandale S.V.
Member Secretary	-	Smt. Totade S.P.

Principal
Dr. Dhoot U.M.
Govt. College of education
Parbhani

PREFACE

It gives me great pleasure to present our Self-Appraisal Report (SAR) of the institution Government College of Education (CTE), Parbhani to NAAC for Assessment and Re-accreditation. For preparing this report, we have taken sincere efforts and made an honest introspection. The motivation behind the process of going through assessment and Re-accreditation is the thrust of self-realization.

The basic Training College Dhule was upgraded and shifted to Parbhani in 1968 as Government College of Education Parbhani. The institute is working from the same year under the control of Higher Education Department of Government of Maharashtra and now since 2004 the institution is upgraded as college of teacher education (CTE) under the jurisdiction of the Govt. college of education (I.A.S.E) Aurangabad. Initially the Institution was affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Since 1994, the institution is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. M.S.

The College is a single faculty department working with vision 'Yah Kriyawan Sah Panditah': 'One who practices what he preaches is the real scholar'. We aim to develop competency based teacher education through skillful educational programmes and research to bring quality and excellence in education in such a manner that a student-teacher will adjust with the changing pattern of society and technology.

Apart from regular B.Ed. course, the institution is a study centre for B.Ed. Course of YCM Open University, Nasik. It has enriched library, ICT lab, for effective teaching learning process.

We have faith in getting 2nd cycle of accreditation from the esteemed body like NAAC. It is a matter of pride and privilege for us. Our SAR is in consequence with the guidelines laid down in the manual for "Self-Appraisal" of TEACHER EDUCATION Institution published by NAAC.

With the belief that the College has developed up to the expectation for achieving 2nd cycle accreditation by the NAAC. I, in the capacity of Principal, honestly submit SAR of Government College of Education (CTE), Parbhani.

Place : Parbhani.

Date : 29/11/2016

PRINCIPAL
Dr. Dhoot U.M.
Govt. College of Education
(CTE)

INTRODUCTION

Government College of Education (CTE), Parbhani is an institute of teachers training run by Government of Maharashtra. Since 1968 the institute is always trying to achieve its goal viz.

‘Yah kriyawan sa Panditaha’: ‘One who practices what he preaches is the real scholar’.

The institute has been working for success in its utmost capacity and for attaining continual success. There should be proper self-analysis and accreditation checked by superior judgment. NAAC is the agency which helps us to understand ourselves better. The process of accreditation also enables us to get friendly suggestions to attain that which is required in the direction of excellence.

In the 21st Century the world is like a global village by wide use of Information and Communication Technology and education field is not an exception. So the field of Higher Education has become extensively competitive. In the view of facing these challenges, Assessment and Accreditation by an esteemed body of NAAC will be of immense assistance for quality improvement at the Institutional level.

On the basis of guidelines given in the manual for self-appraisal of teacher education institutions we have prepared SAR by our Institutional Committee. All the members of SAR preparing committee have taken interest and efforts keenly and sincerely.

As the coordinator of self appraisal committee, I acknowledge the wise guidance provided by our principal Dr. Dhoot U.M., in the composition of the SAR.

The Principal of Government College of Education (CTE), Parbhani and coordinator of the NAAC submit the SAR to NAAC with the hope that the Institution will meet the expectation of excellence for best reorganization. The institution has worked in keeping with the vision, mission, goal, objectives & values.

The Institution adheres to the objective of developing teaching professional who will serve for the society and nation as an agent of change. The decision of NAAC regarding accreditation for second cycle and all the constructive suggestions are sincerely sought.

Smt. Sunita Prabhakar Rao Totade
Self-Appraisal Coordinator,
Government College of
Education,(CTE)
Parbhani. M.S.

PART I – INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the Institution	:	Govt. College of Education,(CTE) Parbhani, Jintur Road, Parbhani – 431401
2. Web-Site	:	www.gctepbn.org
3. For Communication	:	Govt. College of Education,(CTE) Parbhani, Jintur Road, Parbhani – 431401
4. Email	:	gctepbn@gmail.com

Office

Name	Telephone Number with STD code	Fax No	E-Mail Address
Principal Dr. U.M. Dhoot	02452-240015 9823555588	02452-240817	gctepbn@gmail.com
Vice-Principal	--	--	--
Self-appraisal Coordinator Smt. Sunita P.Totade	02452-240015 9225920859	--	sunitatotade@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal Dr.Dhoot U.M.	-	9823555588
Self-appraisal Coordinator Smt. Sunita P.Totade	-	9225920859

4. Location of the Institute

Urban Semi Urban Rural Tribal

Any other (Specify and indicate)

5. Campus area in acres: 5.5 Acres

6. Is it recognized minority institution Yes No

7. Date of establishment of the institution:

MM	YYYY
June	1968

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

Swami Ramanand Teerth Marathwada University, Nanded.

9. Details of UGC recognition under section 2 (f) and 12 (B) of the UGC Act.

2 f	MM	YYYY
	January	1996

12 B	MM	YYYY
	January	1996

10. Type of Institution

- | | | | |
|----|------------|--|-------------------------------------|
| a. | By funding | i. Government | <input checked="" type="checkbox"/> |
| | | ii. Grant-in-aid | <input type="checkbox"/> |
| | | iii. Constituent | <input type="checkbox"/> |
| | | iv. Self-financed | <input type="checkbox"/> |
| | | v. College is run by State. Govt. of Maharashtra | <input checked="" type="checkbox"/> |
| b. | By Gender | i. Only for Men | <input type="checkbox"/> |
| | | ii. Only for Women | <input type="checkbox"/> |
| | | iii. Co-education | <input checked="" type="checkbox"/> |
| c. | By Nature | i. University Dept. | <input type="checkbox"/> |
| | | ii. IASE | <input type="checkbox"/> |
| | | iii. Autonomous College | <input type="checkbox"/> |
| | | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | | v. Constituent College | <input type="checkbox"/> |
| | | vi. Dept. of Edu. of Composite College | <input type="checkbox"/> |
| | | vii. CTE | <input checked="" type="checkbox"/> |
| | | viii. Any other (specify and indicate | <input type="checkbox"/> |

College is run by state govt. of Maharashtra

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

Yes No

if yes has the institution applied for autonomy ?

Yes No

12. Details of Teacher Education programmes offered by the institution

Sr. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Pre-primary	--	--	Certificate		
		--	--	Diploma		
		--	--	Degree		
ii)	Primary/ Elementary	--	--	Certificate		
		--	--	Diploma		
		--	--	Degree		
iii)	Secondary / Sr. Secondary	--	--	Certificate		
		B.Ed. (Regu)	Any Graduation	Degree Course	1-Year Upto 2014-15 2-Year From 2015-16	Marathi
iv)		B.Ed.(Dist. Education) YCMOU	For in service Teacher	Degree	2 Year	Marathi
v)	Post Graduate	--	--	Certificate	--	--
		--	--	Diploma	--	--
vi)	Other (specify)	--	--	Degree	--	--
	--	--	--	Certificate	--	--
	--	--	--	Diploma	--	--
	--	--	--	Degree	--	--
	--	--	--	Certificate	--	--
	--	--	--	Diploma	--	--

*Since 2015-16 the regular B.Ed. Course is converted into two year Degree Course as per the N.C.T.E. Norms November 2014.

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

Level	Programme	Order No. & Date	Valid Upto	Sanctioned Intake
Pre-primary	--	--	--	--
Primary/Elementary	--	--	--	--
Secondary / Sr. Secondary	B.Ed. (Regular) 2 Year degree course	Revised order WRC/113122/2015/ 1471-98 Date-31-05-2015	--	One unit 50 Student
	B.Ed. (Distance Eduation) 2 Year degree course	Registered with YCMOU, Nashik from the year 1993	Continued from 1993	40 for each batch
Post Graduate	--	--	--	--
Other (specify)	--	--	--	--

*Intake of students 100 upto 2014-15 and since 2015-16, 50 students per unit

B. Criterion-wise inputs

Criterion I : Curricular Aspects :

1. Does the institution have a stated

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

2. a. Does the institution offer self-financed programme(s)? Yes No

if Yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system : No

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

Yes No

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

One

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

D.Ed. : --
 B.Ed. (Regular) : **2 Methods, 1 Elective**
 M.Ed. (Regular) : --
 M.Ed. (Part time) : --
 Any other (specify and indicates) : --

6. Are there Programme offered in modular form

Yes No

7. Are there programmes where assessment of teacher by the students has been introduced

Yes No

Number	01
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes No

Number	Nil
--------	-----

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

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

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

It takes time required for necessary administrative process completion, after the recommendation from the university the institution can introduce new program within 2 weeks.

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

Yes No

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

Yes No

B.Ed. revised from the year 2010-2011. Again paper one & three of B.Ed. are revised for the year 2011-12. B.Ed., two year Syllabus is prepared in 2014-2015, 2015-16.

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

1. 50% waigtage for common entrance, 50% for merit at the qualifying examination up to 2014-15.

2. 100% waigtage for common entrance, 50% for merit at the qualifying examination for 2015-16.

3. 100% weitage for common entrance test from the year 2016-17.

2. Furnish the following information (for the previous academic year): (2015-2016)

- a) Date of start of the academic year 16 June 2015
- b) Date of last admission As per CAC Schedule (09/10/2015)
- c) Date of closing of the academic year 30 April 2016
- d) Total teaching days 200
- e) Total working days 240

3. Total number of students admitted (2015-2016)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	--	--	--	--
B.Ed. (Regu.)	18	32	50	13	18	31	05	14	19
M.Ed. (Regu.)	--	--	--	--	--	--	--	--	--
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students:

Yes No

if Yes, how many ? : Nil

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled). (2015-2016)

- a. Unit cost excluding salary component (B.Ed. Regular Programme) : 6560/-
- b. Unit cost including salary component (B.Ed. Regular Programme) : 250780/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session 2015-16.

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	76.12	57.33	76.18	48.88
M.Ed. (Full Time)	--	--	--	--
M.Ed. (Part Time)	--	--	--	--

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

Yes No

8. Does the institution develop its academic calendar ?

Yes No

9. Time allotted (in percentage) –

First Year

Programme	Theory	Practice teaching	Practicum
D.Ed.	--	--	--
B.Ed.	47%	17%	36%
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

Second Year

Programme	Theory	Practice teaching	Practicum
D.Ed.	--	--	--
B.Ed.	45%	--	55%
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

10. Pre-Practice teaching at the institution

a. Number of pre-practice teaching days:

0	18
---	----

b. Minimum number of pre-practice teaching lessons given by each Student:

0	8
---	---

11. Practice Teaching at schools:

a. Number of schools identified for practice teaching:

0	10
---	----

b. Total Number of practice teaching days:

32

c. Minimum number of practice teaching lessons given by each students:

32

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

No of Lesson in simulation : 04

No of lessons Pre-practice teaching : 08

Simulation lesson as per B.Ed. syllabus upto 2014-15, there is no provision of simulation lesson in 2 year B.Ed. course.

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

First Year

Programme	Internal	External
D.Ed.	--	--
B.Ed. (Regular)	45%	55%
M.Ed. (Regular)	--	--
M.Ed. (Part Time)	--	--

Second Year

Programme	Internal	External
D.Ed.	--	--
B.Ed. (Regular)	45%	55%
M.Ed. (Regular)	--	--
M.Ed. (Part Time)	--	--

16. Examinations

a. Number of session tests held for each paper

0	01
---	----

b. Number of assignments for each paper

0	02
---	----

17. Access to ICT (Information and communication Technology) and technology

	Yes	No
Computers	Yes	
Intranet	Yes	
Internet	Yes	
Software / Course wise (CDs)		No
Audio resources	Yes	
Video resources	Yes	
Teaching Aids and other related Material	Yes	
Any other (Virtual Learning Center) VLC	Yes	

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

Yes No

Number ---

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

Yes No There is no provision in B.Ed. (Regular) course.

if yes, is it offered as a compulsory or optional paper? Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number

05	72%
----	-----

2. Does the institution have ongoing research projects?

Yes No

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

Funding agency	Amount (Rs.)	Duration (years)	Collaboration, if yes
U.G.C.	80000/-	2 Years	No

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

4. How does the institution motivate its teachers to take up research in education? (Mark for positive response and X for negative response)

Teachers are given study leave	✓
Teachers are provided with seed money	×
Adjustment in teaching schedule	✓
Providing secretarial support and other facilities	✓
Any other specify and indicate	✓

Providing duty leave for attending conference, seminar, workshop, refresher courses, orientation courses and short term courses.

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

Yes No

6. Number of research degrees awarded during the last 5 years (for working faculty)

a.	Ph.D.	03
b.	M.Phil	Nil

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

Yes No

There is no research project in B.Ed. regular program from 2015-16.

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

	Yes	NO	Number
International Journals	22		22
National Journals – referred papers, Non referred papers	25		25
Academic articles in reputed magazines/news paper	Yes		15
Books	Yes		05
Any Other (Articles, Papers in other magazine and souvenir)	Yes		-

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

Yes No

Number	03
--------	----

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

	Faculty	Students
National Seminars	22	-
International Seminars	25	-
Any other academic forum	10	-

11. What types of instructional materials have been developed by the institution? (Mark '✓' for yes and 'X' for No.)

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

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

Yes No

If yes, indicate the nature of the post.

Full Time Part-time Additional Charge

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

Yes No

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

Yes No

- Outreach programs under social service.

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

16. Does the institution provide consultancy services

Yes No

Informal consultancy services are provided by the faculty as per the need.

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

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

Local Level	University, Schools, Education Dept. Z.P., Regional Office of Hr.Edn. DIET, Alumni, Collector office.
State Level	DHE, SCERT, YCMOUN
National Level	NCTE, NAAC, UGC etc.
International Level	-----

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.) : 11640 Sq. Meter

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

a. Method Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b. Psychology Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c. Science Lab (s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d. Education Technology Labs	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e. Computer Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f. Workshop for preparing teaching aid	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

10 Terminal.

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year 2014-15?

Rs. 1,06,626/-

5. What is the amount spent on maintenance of computer facilities during the previous academic year 2014-15, 2015-16 ?

Rs. 59,460/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year 2014-15, 2015-16?

2014-15 - Rs. 11,350/-, 2015-16 - Rs. 6,750/-

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

Yes No

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

Yes No

9. Total Number of posts sanctioned

For B.Ed. course

	Open		Reserved		Total	Remark
	M	F	M	F		
Teaching	-	-	-	-	10 (Regular) 02 (Parttime)	The appointments are made by Govt. of Maharashtra as per Govt. Policy. The roster scale point is applied throughout the state
Non Teaching	-	-	-	-	11 (Regular)	

10. Total Number of posts vacant

For B.Ed. course

	Open		Reserved		Total	Remark
	M	F	M	F		
Teaching	-	-	-	-	02 (Regular) 02 (Parttime)	1 librarian, 1 physical edn. teacher & 2 part Time Teachers
Non Teaching	-	-	-	-	02 (Regular)	01 – Jr.clerk, 01 – Office Superdented

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

For B.Ed. course

	Open		Reserved	
	M	F	M	F
Lectures	-	03	-	-
Readers	-	02	1	-
Principal / Professor	-	01	-	-

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

For B.Ed. course

	Open		Reserved	
	M	F	M	F
Lectures	-	01	-	-
Readers	-	-	-	-
Professor	-	-	-	-

c. Number of teachers from Same State: 07

Other State: Nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed. (Regu.)	1:8
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non Teaching Staff

For B.Ed. Course

	Open		Reserved	
	M	F	M	F
Permanent	03	-	04	01
	M	F	M	F
Temporary	-	-	-	-

i. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	-	-	01	-
	M	F	M	F
Temporary	-	-	-	-

14. Ratio of teaching / non-teaching staff –

1 : 1.2, including class four employee

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) 2015-16 (For B.Ed.)

77.87 %

16. Is there an advisory committee for the library?

Yes No

Library committee is available

17. Working hours of the Library: 10.30 am to 05.45 pm

On working days : 07 hours

On holidays : As per need

During Examinations : 10.30 am to 05.45 pm

18. Does the library have an Open access facilityYes No **19. Total collections of the following in the library**

a. Books	24084
- Textbooks	22657
- Reference Books	1427
b. Magazines	07
c. Journals subscribed	27
- Indian Journals	24
- Foreign Journals	03
d. Peer reviewed Journals	8500 (N-List)
e. Back Volumes of Journals	12
f. E-information resources	N-List
- Online journals/e-journals	Yes subscribed infibnet
- CDs/ DVDs	30
- Databases	Nil
- Video Cassettes	76
- Audio Cassettes	Nil

20. Mention the

Total Carpet area of the Library (in sq.mts) : 100×60 = 6000 sq Fit.s

Seating capacity of the Reading room : 50

21. Status of automation of Library

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

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

Circulation	✓
Clipping	✓
Bibliography compilation	×
Reference	✓
Information display and notification	✓
Book Bank	×
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	×
Power back up	✓
User orientation / information literacy	✓
Any other INFLIBNET	✓

Inflibnet on-line books and journal facility are available.

23. Are students allowed to retain books for examinations?Yes No

Yes allowed for references.

24. Furnish information on the following

- ❖ Average number of books issued / returned per day : 25
- ❖ Maximum number of day's books are permitted to be retained
 - By students : 07
 - By faculty : Academic Year

Maximum number of books permitted for issue

for student : 05

for faculty : 40

Average number of users who visited / consulted per month : Whenever needed

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled : 1:20

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

As per need of college books are purchased in 2015-16 Rs.23700/- i.e. 0.18% are spent on book purchase.

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

	I (2013-2014)		II (2014-2015)		III (2015-2016)	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	39	7112	-	-	79	23700
Ref. books	-	-	-	-	-	-
Encyclopedias	-	-	-	-	-	-
Journals / Periodicals	8300	5000	84000	5000	84000	5750
News papers etc.	6	3000	6	3000	6	3000
Any other specify and indicate / (PLA)	--					
Total	8345	15112	84006	8000	84085	32450

Criteria V: Student Support and Progression**1. Programme wise "drop out" for last three batches**

Programme	Year 2012-13	Year 2013-14	Year 2014-15
B.Ed.	01%	Nil	05%
M.Ed.	-	-	-
Any Other	--	--	--

Two year degree course of B.Ed. is started from 2015-2016

2. Does the institutions have tutor –ward /or any similar mentoring system if yes, how many students are under the care of a mentor/ tutor?

Yes No

3. Does the institution offer remedial instructions?

Yes No

As per need of the student.

4. Does the institution offer bridge courses

Yes No

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

	UG			PG			M. Phil		
	I 2012-13	II 2013-14	III 2014-15	-	-	-	-	-	-
Pass Percentage	96.84%	85.42%	97.80%	-	-	-	-	-	-
Number of First Classes	25	31	37	-	-	-	-	-	-
Number of Distinction	50	37	35	-	-	-	-	-	-
Exemplary performances (Gold and university Ranks)	-	-	-	-	-	-	-	-	-

From the year 2015-16, Two year degree course is implemented.

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

	I	II	III
NET	-	-	-
SLET / SET	-	-	-
Any Other	-	-	-

PG course is not available.

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

For B.Ed. course

	UG			PG		
	2013- 2014	2014 - 2015	2015 - 2016	2013 - 2014	2014 - 2015	2015 - 2016
Financial Aid	-	-	-	-	-	-
Merit Scholarship	-	-	-	-	-	-
Meri-cum-means Scholarship	-	-	-	-	-	-
Fees concession	-	-	-	-	-	-
Loan Facility	-	-	-	-	-	-
Any other specify and indicate	-	-	-	-	-	-
GOI Scholarship (for SC, ST, N.T. & OBC Students)	45	46	31	-	-	-
Free ship	17	10	-	-	-	-
Phy. Handicapped Scholarship	-	-	-	-	-	-
Minority Scholarship	-	-	-	-	-	-
EBC (Economically Backward Class)	29	29	10	-	-	-

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

Yes No

First aid box is available in the institution.

9. Does the institution provide Residential accommodation for:

Faculty : Yes No

Non-teaching staff : Yes No

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

Yes No

if yes, number of students residing in hostels

Men :

Women:

If students ask for hostel facility, we suggest the local hostel facility.

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

Sports fields Yes No

Indoor sports facilities Yes No

Gymnasium Yes No

12. Availability of rest rooms for women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized. (2014-15)

	Orgnised			Participated		
	Yes	No	Number	Yes	No	Number
Inter – Collegiate	-	-	-	-	-	-
Inter- University	-	-	-	Yes	-	10
National	-	-	-	-	-	-
District Level	-	-	-	-	-	-

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

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

18. Does the institution have an active Alumni Association?

Yes No

if yes, give the year of establishment : 16-6-2016

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

(Admission for regular B.Ed. course running by Govt. along with Non Govt. aided & non-aided college are done by centralized admission process (CAP) by conducting common entrance test (CET) according to merit by Dept. of Hr. & Technical Education Department, Mumbai as per concern Govt. G. R. Hence the information with updated broacher regulation is published by the Dept. Higher & Technical Education, Mumbai. The information regarding admission criteria & fee Structure are already displayed on online central admission information brochure annually.)

As Per above Govt. G.R. College also Publish admission Prospectus every year.

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

For B.Ed. course

	2012-2013	2013-2014	2014-2015
Higher Studies	25%	30%	25%
Employment	10%	10%	15%
Teaching	20%	20%	20%
Non Teaching	02%	02%	02%

23. Is there a placement cell in the institution?

Yes No

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

1	2	3
-	-	-

If schools demand the institution provide eligible students list and vice-versa.

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

Academic guidance Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Personal counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Above guidance & Counseling services to students are given informally on personal as well as collective basis, from time to time as per the need.

Criterion VI: Governance and Leadership

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

Yes No

IQAC is at college level.

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

Governing Body / Management	Annually
Staff council	Twice Monthly
IQAC / or any other similar body / committee	Half yearly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (Mention only for three most important bodies)	Half yearly
Advisory Committee of Extension Service Center of the college	Annually
Purchase Committee for Machinery & Equipments & for Books	Half yearly
Admission / Attendance / Internal assessment	Half yearly

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

Loan facility (Medical assistance)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (Specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Advance from GPF, Home Loan, Computer Loan, Vehicle Loan facilities are available.

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

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

Our Regional department of higher education Nanded conduct one carrier development programme for Non- Teaching in 2013-2014.

5. Furnish the following detail for the past three years.

a. Number of teachers who have availed the Faculty Improvement Program of the UGC / NCTE or any other recognized organization: **07**

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

National	-	-	-
International	-	-	-

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

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

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

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

e. Research development programmes attended by the faculty

2013-14	2014-15	2015-16
03	04	05

f. Invited endowment lectures at the institution

2013-14	2014-15	2015-16
02	02	04

Lectures on Yoga, Dr. Babasaheb Ambedkar's Birth Century Year, Literature Regional Language – Marathi, Health education, Social issue awareness Etc.

Any other area (specify the programme and indicate) – Nil

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

a. Self – appraisal	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b. Student assessment of faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c. Expert assessment of faculty performance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
d. Combination of one or more of the above	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
e. Any other (specify and indicate) : (CR)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

1) The performance is also monitored by self appraisal performance reports submitted by faculty & the staff members which are reported by the Head of the institute & reviewed by the Director of Hr education, Pune.

2) The performance of faculties and non-teaching staff is monitored by estimation of General ability & Character of the faculty & non teaching staff member through shouldering the responsibility, behavioral nature etc.

7. Are the faculty assigned additional administrative work.

Yes No

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

As per requirement of the administrative work.

8. Provide the income received under various heads of the account by the institution for previous academic session (2015-16)

-Details of income received by way of grant from the government, fees from student and such other sources may indicate item wise.

	2015-2016
Grant-in-aid (Salary, Conti plan)	1,25,39,000
Free (B.Ed. Students fee)	4,71,400
Donation	-
Self-funded courses (M.Ed.)	-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years) for B.Ed. course.

Total sanctioned budget	Year I	Year II
	2014-2015	2015-2016
% spent on the salary of faculty (Govt.)	83.99%	77.87%
% spent on the salary of non-teaching employees (Govt.)	13.05%	19.50%
% spent on books and journals (Govt.)	-	0.18%
% spent on developmental activities (construction of building)	-	-
% spent on telephone, electricity and water (Govt.)	0.59%	0.84%
% spent on maintenance of building, sport facilities, hostels, residential complex and student amenities etc.	-	-
% spent on maintenance of equipments, teaching aids, contingency etc. (Govt.)	0.87%	0.71%
% spent on research and scholarship (seminars, conference, faculty)	-	-
% spent on travel	0.96%	0.53%
% purchase & equipments (under, Govt. & plant)	0.89%	0.77%
Any other (specify and indicate) PLA expenditure including other than UGC	-	-
Total expenditure	1,47,64,000	1,25,39,000

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

For B.Ed. course

	Surplus in	Deficit in Rs.
2013-2014	-	-
2014-2015	78,075	20,51,229
2015-2016	-	-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

Yes No

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

Yes No

-For teaching staff - CR and as per need Principal checks efficiency of teaching staff.

-Non teaching staff - CR and as per need Principal checks efficiency of non teaching staff.

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

Yes No

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

Yes No

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

a. for teachers	<input checked="" type="checkbox"/>
b. for students	<input checked="" type="checkbox"/>
c. for non-teaching staff	<input checked="" type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

3. What is the percentage of the following student categories in the institution? (Year 2015-2016 out of 50 students for B.Ed.)

Sr. No.	Category	Men	%	Women	%
a.	SC	04	08	06	12
b.	ST	-	-	02	04
c.	OBC	08	16	11	22
d.	Physically	01	02	-	-
e.	General	05	10	13	26
f.	Rural	14	28	17	34
g.	Urban	06	12	13	26
h.	Any Other	-	-	-	-

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

For B.Ed. Course

Sr. No.	Category	Teaching staff	%	Non-teaching staff	%
a.	SC	-	-	2	22.22
b.	ST	-	-	1	11.11
c.	OBC	02	28.57	4	44.44
d.	Women	06	85.71	1	11.11
e.	Physically challenged	-	-	-	-
f.	General	05	71.42	02	22.22
h.	Any Other				

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

For B.Ed. Course

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
	2013-14	2014-15	2013-14	2014-15
SC	33	22	24	20
ST	05	02	01	02
OBC	29	36	26	35
Physically challenged	-	-	-	-
General	33	40	32	30
Rural	31	49	22	44
Urban	69	51	61	44
Any Other	-	-	-	-

EVALUATIVE REPORT

- 1) Executive Summary**
- 2) Criterion-wise Analysis**

1) EXECUTIVE SUMMARY

“*Ya Kriyavan Sah Panditah*”: “The one who practices what he preches... is the real scholar” is the goal of our college, Government College of Education, Parbhani and the college is striving for is progressing last 48 years to achieve the goal.

The college was transferred from Dhule in the year 1968. Since the beginning college is working in its own building with required infrastructure. This institute is the oldest institute in the faculty of education under the jurisdictions of Swami Ramanand Teerth Marathwada University, Nanded.

The college is working under the Government of Maharashtra, Department of Higher Education Mumbai. It is functioning as per common formulated Government policies, regulation and order in respect of staff, students, academic, administrative and financial aspects. The college is also abiding by the affiliating university rules with respect to above parameters. It is challenging to the institute to work under both the authorities but actually it is an opportunity for the college to get the best outcome from these.

As per the NCTE and Government norms the number of teaching and non-teaching staff is sufficient. The institutional management and administration, salaries, transfer budget and other activities are being regulated at regional state and secretariat level for B.Ed course of 50 students capacity.

The institute’s main funding agency is Government of Maharashtra. Apart from salaries and office expenditure, some budget is sanctioned at the beginning of the academic year for enrichment of infrastructure and academic facilities. Under the guidance of the principal purchasing committee finalizes items according to the need of college and the budget is utilized by following proper procedure.

The institute is permanently affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Therefore the college follows the B.Ed. course curriculum framed by the University. Present B.Ed. two year degree curriculum is reframed in the year 2014-15; in this process some faculty members have given their contribution. The present curriculum is focused on practical aspects. In that, practice teaching and internship are the soul of B.Ed. curriculum which gives major field based experience to trainee teacher required number of practice teaching schools and internship schools are selected to give effective experience to trainee. Practice teaching in different schools support to achieve objectives and journey towards mission of the institution.

Besides teaching – learning process and field based experience related to curriculum; extra-curricular activities are planned for inculcation of values among the teacher trainee. For e.g. celebration of the birth and death anniversaries of eminent persons, different national and international days, social service programme. Surrounding community peoples also attend some programs to maintain relationship.

From 1993, the institute conducts vocational B.Ed course through distance mode Y.C.M. Open University, Nashik. This course is framed specially for in-service teachers. The result of the said course is satisfactory. In this way the institute works sincerely at different platforms to achieve the goal. The institute had Extension Service Department working under the guidelines of State Council for Educational and Research Training, Pune (SCERT). The institution upgraded as CET from 2004. This department plans training program for secondary and primary in-service teacher, on various subject and issues. This is an opportunity to teachers for their personal and academic development.

The institute has an RTI (Right to Information) Section. (If anyone asks information in writing regarding any subject of college, Information is providing as per norms of RTI Act.) Information regarding the college is provided to all those who seek it in writing as per norms of the RTI act.

Today we are living in the age of ICT, modern technology has become part and parcel of our day to day life and functioning. Keeping this view, our Institute has developed ICT Lab to promote the use of technology. Some special course content are also introduced in B.Ed

curriculum. The skills among teacher trainees developed by the college are definitely useful to them where they may work in future. The universal values and modern technology hand in hand lead the college in progressing towards excellence.

In last 48 years, the institute is giving pre-service and in-service training in Education. Approximately 5000 teachers are trained successfully till now. Some of them are working at higher posts in education, administrative services and in some institute who are sharing their contribution for national development.

For successfully working in 21st era, we are ever ready to accept the challenges and changes by overcoming weakness; we have to go towards betterment than present. The institute has been successful in the optimum use of limited infrastructure, facilities, finance and human resources.

We have been able to make the following SWOT analysis.

Strength:

- ❖ 11640 sq. meter campus area – large campus.
- ❖ Well experienced & qualified, hard working, efficient, devoted staff.
- ❖ Sufficient equipped and furnished laboratory and department.
- ❖ Rich library.
- ❖ Effective use of counseling and guidance for student when they need.
- ❖ Sufficient infrastructure facilities.
- ❖ Accurate implementation of academic calendar.
- ❖ Celebration of all clubs activities.
- ❖ Regularity of student.
- ❖ Library is within the campus.
- ❖ Permanent affiliation of SRTM University, Nanded.
- ❖ Excellent results.

7.7 Weakness:

- ❖ Late admission process.
- ❖ For infrastructural development institution depends on Govt. of Maharashtra for Sanction and approval of demands of the institution.

7.8 Opportunities:

- ❖ Infrastructural development.
- ❖ Campus placement facility for student-teachers.

7.9 Threat:

- ❖ Growth in number of private non-aided Teacher Education Colleges.
The college is trying to achieve its objectives and the academic developmental graph is always rising to achieve its mission.

Principal
Dr. Dhoot U.M.
Government College of Education, Parbhani

PART II – CRITERION WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The objectives of the institution are stated as follows.

1. To impart value based Education.
2. To prepare competent and committed teachers.
3. To prepare teacher educators
4. To prepare efficient administrators
5. To prepare researchers
6. To ensure the all-round development of trainee teachers.
7. To develop sensitivity towards emerging issues i.e. environment, population, gender equity and legal literacy.
8. To develop soft skills and life skills.
9. To develop IT savvy students and develop e-culture in the Institution.

The major considerations addressed from these objectives include the following:

- ❖ Value based education
- ❖ Competent and committed teacher educators
- ❖ Educational Administration
- ❖ Educational Research
- ❖ All round development of student teachers
- ❖ Awareness about contemporary issues
- ❖ Concern for the deprived
- ❖ Global trends and demands
- ❖ Skill development
- ❖ Emphasis on Educational Technology and ICT

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

Curricular Development Process

The institution implements B.Ed. Course. The entire curriculum is developed by the regulating bodies and assigned to the institution. The hierarchy of the regulating bodies is given below:

For B.Ed., SRTM University of Nanded is the regulating body.

As per the guidelines and norms given by the regulating bodies, the curriculum is implemented in the educational colleges. There were two teacher educators who worked on different academic bodies of the University of Nanded. They were involved in the process of curriculum development and reconstruction to bring out the necessary changes in the curriculum.

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

Need Assessment: The needs and aspirations of the trainees are considered at university and the institution, both the levels. The contents and the delivery pattern is modified according to the trainees' socio-cultural character.

Feedback from faculty: Faculty members used to discuss with B.O.S. members of the institution and they utilized the feedback for codification in the curriculum.

Feedback from students & Alumni: As discussed above the B.O.S. members collect the feedback from the students orally for development of the curriculum. The faculties also utilize the feedback from the students and in execution of the curriculum.

Feedback from employers: On behalf of the employers, the principal gives feedback to the university through B.O.S. member of this institution.

Feedback from Academic experts: Discussion with IQAC members regularly about curricular development and suggestions are put in B.O.S. meeting through members of this institute.

Feedbacks from students on curriculum are taken by the institution by giving a questionnaire.

By analyzing the questionnaire following suggestions are communicated to the University.

- i] The 80-20 pattern was appreciated by the students.
- ii] Curricular activities are appreciated by the students.
- iii] Duration of internship is so longer than previous syllabus.

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

❖ **Reflection of global trends in curriculum-**

In consonance with the changing global trends, the University has modified the existing courses as follows:

1. The curriculum initiated the compulsory paper Technological Foundation of Education from 2010-11 to 2014-15 and from 2015-16 and onwards.
2. The institute conducted ICT related practical.

In the B.Ed. curriculum, some of the units that reflect the new global trends are as follows:

Course	Unit No.	Content of the Curriculum
1] Paper-I Philosophical and sociological foundation of Education (up to 2014-15)	4. Education for New Times 4.1	Meaning and Nature of Liberalization, Privatization and Globalization Foundation of Education in Liberalization,
	4.2 4.3	Privatization and Globalization Teacher in twenty first century with reference to Communication Skill and command over technology.
	7. Intelligence	Theories of Intelligence (Spearman's Two Factor Theory, Theory of SI model by J.P. Guilford, Gardner's Theory of Multiple Intelligence) Emotional Intelligence- concept, nature, concept of EQ and Educational Importance.
3] Paper-III Indian Education System and Management	8. Management of Various issues at Secondary and Higher Secondary Education.	Vocationalization of Education Qualitative improvement.
4] Paper-IV Technological foundation of Education	3. Introduction 3.3	Software i] Operating System- Concept and Function.

		ii] Application Software (It uses in Education) A] Word Processors B] PowerPoint Presentation C] Spread Sheet, D] Database Management iii] Viruses and its Management
	4. Intranet and Internet 4.1 4.2 4.3 4.4 4.5	Concept, need and importance Facilities available for communication E-mail, chat, online conferencing, (Audio-video), e-Library, Website, Blog, Wiki, Internet forum, News Groups. Search Engines-Concept and uses. Legal and Ethical issues-copyright, Hacking Netiquettes. Student safety on the Net
	Modern Teaching Learning strategies 5.1 5.2 5.3 5.4 5.5	CAL-Computer Assisted Learning PBL-Project Based Learning Collaborative Learning E-Learning –Concept and Nature Virtual Classroom
5] Paper-V Educational Evaluation and Action research	1. Educational Evaluation 1.5	Evaluation Approach:- Summative, qualitative-Quantitative, Continuous Remedial evaluation.
	3. Tools, Techniques and Evaluation 2.3	Use of these tools for internal assessment and maintaining cumulative record.
	5. Action Research 5.1 5.2	Action Research-Meaning Nature, scope, uses and limitation Areas of Action Research

	5.3	Design of Action Research Tools in Action Research Report Writing
	5.4	
	5.5	

In addition to these, the institution had made provisions for elective subjects like environmental education and disaster management, educational statistics.

From 2015-2016 the B.Ed. program is converted into two year degree course. In the revised curriculum for first year some of the units that reflect the new global trends are as follows:

Course	Course code	Content of the Curriculum
1) Core Courses : Perspective In Education	1.BEDCC101	Childhood And Growing Up.
	2.BEDCC102	Contemporary India And Education.
	3.BEDCC103	Learning And Teaching
	4.BEDCC104	School Administration And Management
	5.BEDCC105	Understanding Disciplines And Subjects
	6.BEDCC106	Gender School & Society
2) Pedagogy Of School Subjects (PSS) Part-1	BEDPSS107	Method -1 – Marathi, Hindi , English , Science, Method -2 – History, Geography, Mathematics

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

Thrust on National Issues.

1] Environment

The national issue like environment is adequately represented and reflected in the B.Ed. Curriculum especially in optional subject-environmental education and disaster management.

The B.Ed. curriculum incorporates the following core elements and values.

Core Elements

1. History of India's freedom movement.
2. Constitutional obligations
3. Content essential to nurture national identity.
4. India's common cultural heritage
5. Gender Equality
6. Protection of environment
7. Removal of social barriers
8. Equalitarian, Democracy and Secularism
9. Ideal of small family norm
10. Inculcation of scientific temper

It is evident that each of these core elements represents a major national issue that education must address. It is ensured that these are inculcated in and reflected in the curricular transaction effectively.

Values

Through morning assembly following values are inculcated among the student:-

1. Patriotism
2. National Integration
3. Tolerance towards all religions
4. Gender equality
5. Scientific attitude
6. Modesty
7. Sensitivity
8. Punctuality
9. Neatness

These values are essential for character formation. They reflect India's aspiration

to provide a healthy and joyful life, promote intellectual and aesthetic pursuits and elevate moral culture and spiritual fulfillment.

In addition to this our institution conducts the social service program. The social service department conducts following activities:

- ❖ Environment Education
- ❖ School Health Services
- ❖ Sports
- ❖ Cultural Activities
- ❖ Cleaning of School area.

All teacher trainees perform different activities to create awareness and develop interest in relation to the above values. In addition to this, every teacher trainee has to create wallpapers related to environment education, value education in various co-curricular programs.

1.1.5 Does the institution make use of ICT for curriculum planning?

If yes, give details.

Yes,

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

ICT:

- ❖ Use of websites.
- ❖ Use of e-mail.
- ❖ Use of ICT for Planning of office administration & admission process.
- ❖ ICT is used for planning of day to day curricular and co-curricular activities.

Year Plan:

- ❖ The year plan is prepared for planning of teaching learning of courses and related activities of the course.

Practice Lesson:

- ❖ Planning of practice lesson time-table of the lesson-observation sheet for student and faculty

Internship Program:

- ❖ Planning of all internship programs like block teaching, practical's, observations, content Cum methodology lesson, environment education, value education and technology based lesson.

- ❖ **Infrastructure Management:**

Seating arrangement of staff and students, simulation workshop, psychology experiments, method lectures and display of time table of practice lesson, seminar presentation in practicum.

Extra-Curricular Activity:

Time table, letters to the experts, program agenda, attendance and reports.

Examination:

Planning, paper typing, entry of marks and results. Various academic committees plan their activities with the help of computers.

The institution uses ICT to the fullest for implementation of curriculum and for academic planning.

Curricular Planning:

Curricular planning is done at university level but whenever opinions are sought from the teaching faculties, they use ICT to accomplish the same, through email, access to websites, letter drafting, fax, telephonic communication, etc. Academic planning of the institution is displayed on the college website.

1.2 ACADEMIC FLEXIBILITY

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

1. Preparation of Teaching- Learning Materials-

Students prepare the teaching aid like charts, models, three dimensional pictures, transparencies, flannel units, slides under the guidance of teacher educators. The students use this teaching aid in their practice lesson.

2. **Preparatory workshops for practice teaching-**
Micro teaching, Bridge lesson, Demonstration lessons, practice lesson planning, workshops are organized to develop the teaching skills.
3. **Practice teaching and internship programme-**
Simulation lessons and practice lessons are arranged in our institution and practicing schools respectively. Internship programme is arranged in various schools and the trainees get opportunity to run the school. They are provided the experiences of administration and the teaching as well as organization of co-curricular activities.
The institution provides experiences to the students so that the teaching becomes a reflective practice.
 - 1] **Use of various methods:**
The faculties are actively engaged in using various teaching Methods in teaching learning process such as:
 - ❖ Lecture method
 - ❖ PPT Presentation
 - ❖ Discussion method etc.
 In this way teaching experiences becomes a reflective practice.
 - 2] **Conducting Demonstration Lesson**
Faculty conducts demonstration lesson in every subject for Teacher trainees to observe and reflect upon them.
 - 3] **Orientation Lectures**
Orientation Lectures are organized to orient student regarding B.Ed. curriculum and various aspects of skills in microteaching. With the help of these lectures, they get a clear idea about B.Ed. curriculum, microteaching and practice lesson.
 - 4] **Selection of appropriate methods of teaching**
The teacher trainees are instructed to select the method or techniques that are suitable for the teaching of the content. They are also required to provide the rationale for selection of methods and techniques. This promotes reflective thinking about the use of appropriate teaching strategy.
 - 5] **Critical Reflection**
The teacher trainees are made to review critically and reflect upon the actual classroom experiences after taking practice lesson. In the lesson note for practice teaching, an opportunity has been provided under the heading “Introspection” to reflect upon actual classroom experiences and notes them down. They thus become aware about the success and the limitations of the teaching activity. Thus practice of introspection and self evaluation technique is developed in this manner and in the long run it helps to develop flexible teaching style leading to successful transactions of the curriculum. Besides this the teacher trainee are given opportunities to suggest recommendations orally related to teaching if any. This experience of the student teachers make the teaching as the reflective practice. Frequent meetings of Principal, staff members are organized to take review of teaching process.
The institution on its own cannot introduce courses but it is done with the help of local experts of different fields during curriculum transaction. The following activities are conducted in addition to the prescribed course for the same.
 - ❖ **Program to develop communication skills:**
For development of communication skills local experts are invited for one day program.
 - ❖ **ICT skill**
The institution introduced the ICT Skill program from the year 2010-11.
 - ❖ **Social Responsibility**
Under the social service scheme, the institution organize many programs like awareness about anti superstition, pulse polio, each one teach one, cleanliness of surrounding, tree plantation etc.
 - 6] **Life Skills**
For developing life skills and soft skills among the teacher trainees, the institution organizes one day personality development courses.

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

In campus experiences:

The teacher trainees receive both formal and informal learning experience in campus:

- ❖ They undergo actual formal learning of theory courses.
- ❖ Simulation of classroom teaching through micro teaching and integrated lesson provides them the experience of teaching and learning with the help and in collaboration with their peers.
- ❖ They participate in different workshops in which formal orientation is provided for different practical and educational activities.
- ❖ Activities undertaken in social service like tree plantation, cleanliness of surrounding, anti-superstition, environment program, promote co-operation, group work among the students. This develops sensitivity and awareness towards social issues.
- ❖ Participation in different cultural activities provides informal education in planning and implementation of co-curricular activities and programs.
- ❖ Social commitment is developed among the teacher trainees by organizing blood donation camp and other social activities.
- ❖ The institution has a library. It provides a wide range of books for course work and for additional reading. The facility like the book bank scheme is available for teacher trainees. During the examination period, optimum utilization of library is facilitated for teacher trainees. In the beginning of the academic year in the orientation program faculty gives details about availability regarding the books available in the library.

In field experience:

Through practical lessons, the teacher trainees are provided with:

- ❖ Formal practice of teaching.
- ❖ First-hand experience about the pupil behavior, student psychology and school atmosphere.
- ❖ Exposure of inclusive education.
- ❖ Inputs in varied teaching strategies and method of teaching from experienced teachers.
- ❖ The internship program provides varied teaching learning experience through the following activities:
 - ❖ Block teaching.
 - ❖ Content cum methodology.
 - ❖ Value education / environmental education activity.
 - ❖ Conduct of unit test.
 - ❖ Observation of peers.
 - ❖ Course related practical's that are conducted in school.

In addition to these, co-curricular activities, health program social and working with community activity like cleanness of school campus can be treated as a source of effective learning experience.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example – develop communication skills (Verbal and written), ICT skills, life skills, community orientation and social responsibility?

The institution on its own cannot introduce courses but it is done with the help of local experts of different fields during curriculum transaction. The following activities are conducted in addition to the prescribed course for the same.

Program to develop communication skills:

- ❖ For development communication skills local experts are invited to conduct one day programmes.

ICT skill

- ❖ The ICT skills are developed among the trainees through ICT practical.

Social responsibility

- ❖ Under the social service scheme, the institution organizes many programs like awareness about anti superstition, cleanliness of surrounding, tree plantation. The institution organizes finance awareness program for secondary teachers.

Life skills

For developing life skills and soft skills among the teacher trainees, the institution organizes one day personality development courses.

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

- 1] Interdisciplinary / Multidisciplinary
- 2] Multi skill development
- 3] Inclusive education
- 4] Practice Teaching
- 5] School experience / Internship
- 6] Work experience / SUPW
- 7] Any other (Specify and give details)

(Also list out the programs / course where the above aspects have been incorporated).

The B.Ed. course is an interdisciplinary course. The following are the interdisciplinary courses in B.Ed. curriculum up to 2014-15 as per old syllabus & from 2015-16 the syllabus is changed.

Paper I: Philosophical and sociological foundation of education: It draws teaching, learning content form educational philosophy and educational sociology.

Paper V: Educational Evaluation, Action Research and Electives: This course draws teaching learning content form educational evaluation and educational statistics and action research

A total five electives are offered in the B.Ed. curriculum-

1. Career Information and Career Guidance
2. Environment Education and Disaster Management
3. Health Physical Education and Yoga
4. Education Research
5. Educational Statistics.

As per new syllabus

- 1) **Paper II** – Contemporary India and Education :
It draws teaching learning content from contemporary Indian and Education.
- 2) **Paper V** - Understanding Disciplines and Subjects :
It draws teaching learning content from various disciplines and subjects
- 3) **Paper VI** - Gender, School and Society :
It draws teaching learning content from gender education, issues related to gender in school and society.
 - i) Environmental Education and Disaster Management
 - ii) Value Education
 - iii) Guidance and Counseling
 - iv) Health and Physical Education
 - v) Women Education
 - vi) Peace Education

Multi skill Aspects

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

Inclusive Education:

- ❖ In the admission procedure of B.Ed. there is 3% reservation for physically disabled and challenged students. Every year we have about one or two physically (orthopedically) handicapped students in B.Ed. Course.
- ❖ The institution provides special guidance for lessons.
- ❖ A writer is provides for the internal and external examinations.

Course II: Psychological Foundation of Education: - In the B.Ed. course,

‘Psychology of Inclusion’ consists of two sub-units that are related to this aspect. They are as follows

- ❖ Individual difference and exceptional children
- ❖ Need of special Education.

In addition to formal teaching learning, the institution implements and lays emphasis on inclusive education through curricular and co-curricular activities. Practice Teaching Aspects The institution is required to provide teaching practice through a core training program and special training lessons.

Sr. No.	Lesson	Lesson Number in previous syllabus	Lesson Number in new syllabus
1	Micro Lessons	10	10
2	Integrated Lessons	02	02
3	Simulation Lessons	04	Nil
	Total	16	12

There are 10 special training lessons of each method which provide actual school experience to teacher trainees. Teacher trainees observe his peer. 10 lessons of each method and one lesson of other method. In addition to these, the institution has conducted workshops on ‘Lesson note writing’ and preparation of teaching aid. In internship program each student conducts one content methodology lesson of each method the same procedure is followed for new syllabus.

Internship / School Experience

The B.Ed. program has prescribed the internship program for 12 days upto 2014-15 and from 2015-16 four weeks program in First Year. During this program each teacher trainee has to undertake block teaching for old syllabus and 4 weeks for new syllabus in first year. Value education and environment education, CCM lesson, School related activities like school planning, administration, examination, cultural events, sports, health related activities, social activities and various activities, records keeping and maintenance.

Sr. No.	Lesson	Up to 2014-15 Lesson No.	From 2015-16 Lesson No.
1	Block Teaching	08	08
2	CCM Teaching	02	02
3	ICT	--	02
	Total	10	12

This program provides experience to teacher trainees in the actual school setting. During the internship program, the student of other group give visit to other groups school. In this way, the internship program gives comprehensive experience to the teacher trainees.

SUPW/ Work Experience

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

- ❖ Book Binding – Every B.Ed. teacher trainee binds one/two books of the library.
- ❖ Every teacher trainee prepares two files and five envelopes under the guidance of experts.

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

1.3 FEEDBACK ON CURRICULUM

1.3.1. How does the institution encourage feedback and communication from the students, alumni, employers’ community, academic peers and other stake holders with reference to the curriculum?

Generally, curriculum is determined by the affiliating University and the affiliated college has to follow it. The institution has no scope to encourage feedback and communication from the students, alumni, employers, community, academic peers

and other stakeholders directly with reference to the curriculum. Besides this details of the feedback mechanism is given in the question no 1.1.2

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

The SRTM University Nanded frames the curriculum for the B.Ed. course. Feedback is given by the teacher trainees and faculty regarding the difficulties and obstacles faced in implementing the curriculum through discussions. The units and course that need modification, improvement and addition is recorded in faculty meeting of the institution and conveyed to the University of SRTMU Nanded authorities like the Board of Studies. The institution has no authority and power to modify, improve and make additions to the existing curriculum.

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

As already stated, whenever the curriculum is to be modified or there are suggestions regarding curriculum transaction, the institution sends suggestions and feedback to the SRTM University Nanded. This is done by discussion in faculty meetings and feedback is conveyed through faculty members who represent the institution at the University Board of Studies. Following faculty member had / has actively contributed to the revision of B.Ed. curriculum revision for SRTM University of Nanded.

- 1] Dr. Dhoot U.M. - Ex-Member of BOS
- 2] Dr. Joshi P.D. - Member of BOS

1.4 CURRICULUM UPDATE

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

Major curriculum revisions:

The B.Ed. (Regular) curriculum of affiliating University has been revised from the year 2010-11 and periodically updated from time to time at University level. In the academic year 2010-11 core paper of curriculum was revised, five optional paper and internal content were revised as follows: -

Changes in the curriculum of regular course contribute towards upgradation of curriculum and quality improvement as well as student satisfaction. The fundamental information regarding each of change has been incorporated into the curriculum which helps to update itself.

During the last five years following courses have undergone a major curriculum revision.

Program	Course	Nature of Revision
B.Ed.	Paper-I	Globalization, Liberalization, Privatization, Teaching in 21st century
	Paper-III	Concept of learner management various issues.
	Paper-IV	Development in ICT, Learning by network, Instructional System

These changes in the course content and the structure have contributed to quality improvement and student satisfaction in the following manner.

- ❖ Flexibility in choosing electives.
- ❖ Exposure to new trends in ICT, e-learning.
- ❖ Exposure to field experience
- ❖ Focus on soft skill development

Changes in the curriculum of regular courses contribute towards upgradation of curriculum and quality improvement as well as student satisfaction. The fundamental information regarding each of change has been incorporated into the curriculum and is updated from time to time.

The curriculum was revised as per the N.C.T.E. norms and recommendation from the year 2015-16. The one year B.Ed. course was converted in to two year degree course. The SRTMU, Nanded reframed the curriculum of B.Ed. course within the frame work of NCTE.

The two years program with annual pattern and choice based credit system is implemented presently.

- ❖ **ICT department:** This enables quality sustenance and quality enhancement in curricular aspect.
- ❖ The institution has developed the following measures during the last five years for the quality sustenance and quality enhancement in curricular aspects:
- ❖ Orientation to the faculty about the revised curriculum
- ❖ Institution sends the faculty to various national and international seminars and workshops organized by other universities and institutions.
- ❖ Formation of various committees for smooth implementation of the year's plan, Co-curricular and extra-curricular activities.
- ❖ Organization of effective Content Enrichment Program.
- ❖ For smooth functioning Principal has appointed. The two senior faculty members as administrative head and academic head.
- ❖ Effective use of technology.

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

Strategies for curriculum revision and updates:

The B.Ed. curriculum is revised by University of SRTMU Nanded. Thus, the institution is not in a position to revise and update the curriculum of the above mentioned program.

However, when drafts of the curriculum are received, the faculty members study various components, major changes in the structure and course contents. These are presented in the faculty meetings. Various aspect and effects of revisions are discussed and the feedback, if any, is conveyed to the concerned governing body, of the university.

The faculties participated in the workshop for the revised B.Ed. curriculum organized by Govt. College of Education, Nanded not only for the faculty but all the faculty of B.Ed. College that are affiliated to University of Nanded.

1.5 BEST PRACTICES

1.5.1 What are the quality sustenance and quality enhancement measure Undertaken by the institution during the last five year in curricular aspects?

Quality Structure and Enhancement Measures:

- 1] The institute had given proposals for development purpose and major or adequate percentage of sanctioned grant or funds is spent upon library, laboratories, computers and ICT Department. Thus this enables quality sustenance and quality enhancement in curricular aspect.
- 2] The institution has undertaken the following measures during the last five years quality for the enhancement in curricular aspects:
 - ❖ Orientation of the faculty about the revised curriculum.
 - ❖ Institutions promotes the faculty for various national and international seminar and workshops.
 - ❖ Formation of various committees for smooth implementation of year plan, co-curricular activities and extracurricular activities.
 - ❖ Organization of content enrichment programme.
 - ❖ For smooth functioning of administration principal has appointed two senior faculty members as administrative head and academic head.
 - ❖ Effective use of technology in planning and administration.

1.5.2 What innovations / best practices in curricular aspects have been planned / implemented by the institution?

Best Practice in curricular aspects:

Faculties participated in the workshop on the revised B.Ed. curriculum

arranged by other B.Ed. colleges to review aspects of internal assessment and the revised B.Ed. curriculum.

In the year 2010-11 and 2014-15 the B.Ed. curriculum was revised. It had incorporated some modifications in course content and the scheme of internal assessment and time duration. New optional courses were added and there were changes in practicals and practice lesson as well. The internship program was also modified in revised syllabus. The university has presented a schedule for curriculum transaction, practical, practice lesson, internal and external evaluation process. Hence the need of the hour was to orient all the teacher educators affiliated to University of Nanded, about the modifications in scheme of internal assessment and curricular aspects of the revised B.Ed. syllabus.

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

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

1. College did not produce the evidence to the Peer Team regarding Academic Planning / working days.

After the accreditation of NAAC in (2004-2005) (first cycle) the institution has taken the following strategies the following strategies for planning and implementation of Academic Calendar

1. Preparation of Academic Calendar
2. Distribution of responsibilities and work load.
3. Implementation of all activities related to theory & Practicum as per the academic calendar.

2. The Feedback mechanism should be improved by adopting a more systematic approach.

Few faculty members of the institution are involved in curriculum design and planning of S.R.T.M.U. Nanded in the capacity of B.O.S. After the discussion at institutional level about the curriculum related to theory and practicum drawback if any the B.O.S. member communicates the suggestion & modifications given by the faculties in the B.O.S meeting at the time of Revision of curriculum.

3. GCE failed to organize bridge and remedial courses. The institution did not arrange any enrichment programmes for the candidate admitted late.

The institute organizes crash course for late admitted students. viz: Curriculum orientation programme T.T. in the separate session apart from the regular schedule (from 9.00 To 11.30), the faculties give extra guidance to weak learner as per their need.

4. College school and community networking need to be created by organizing suitable extension programmes activities for teacher and outreach programmes for the public.

The institution organized various outreach programmes for teachers such as:

1. Work shop about preparation of science project with collaboration Z.P. High School, Parbhani.
2. Science Exhibition for science teacher in collaboration with Z.P. High School, Parbhani.
3. Teacher orientation programme regarding law and order in collaboration with D.S.P. office Parbhani.
4. Collaboration of world Marathi & world Language day – 27 February, 2016; Women's day 8th March, 2016 during internship programme for school teacher and student.
5. The faculties of the institution are involved in the outreach programmes organized by institution as a resource person

1.6.2 **What is the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

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

- ❖ The curriculum of B. Ed framed by university is effectively implemented by the institution.
- ❖ Activities included in curriculum such as use of ICT, Environmental Education, Gender equality and gender sensitization, Yoga education etc. are effectively Implemented.
- ❖ Focus on effective planning & implementation of academic calendar.

CRITERION II: TEACHING, LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND TEACHER TRAINEE'S PROFILE

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

The admission process for B.Ed. course in Maharashtra State is centralized one. The teacher aspirant students are selected. (50% weightage is given for CET score & 50% is for Academic Score upto 2014-15, for the year 2015-16 100% weightage is given for CET score and 50% weightage is for Academic Score. From the year 2016-17 100% weightage for CET score only). The Director of Education (Higher Education) Maharashtra State, Pune is competent authority to give the admission upto the year 2015-16 and from the year 2016-17 Dept. of Higher and Technical Education, Govt. of Maharashtra is competent authority to give to admission to the B.Ed.(Regular) in the Government, Non-Government aided & Unaided College of Education in the State of Maharashtra after conducting the Common Entrance Test (CET), through centralized admission procedure on the basis of merit as per Government Resolution.

The process of admission is computerized and digitalized. The process of admission is network-Web based which offer transparency at every level of admission process. The admission process gives opportunity for qualifying students from all sectors of societies. Thus admission policy is confirmed at state level. The students are admitted in the institution with strict adherence to the rules framed out for admission by centralized admission process.

Admission Policy:

The general policy of reservation as given by the state government is as follows:

Sr. No.	Program	Intake Capacity
1	Open	50 %
2	S.C.	13 %
3	S.T.	07 %
4	N.T.	11 %
5	OBC/SBC	19 %

The intake capacity for the various programs in the institution is as follows:

Sr. No.	Program	Intake Capacity
1	B.Ed. (Regular)	50 From 2015-16
2	YCMOU B.Ed. (Vacational) Nasik	40

Minimum qualifications for admission to various programs are as follows:

Sr. No.	Program	Minimum Qualification	Marks	
			Open/OBC/SBC	SC/ST/NT
1	B.Ed.	Graduation of any University	50 %	45 %
2	YCMOUN B.Ed.	Teaching Experience	D.Ed. Pass	D.Ed. Pass

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

Advertisement for the program:

1. B.Ed. (Regular)

The admission program is advertised by publication in leading newspapers in each administrative divisions of the state of Maharashtra. The program of admission includes online registration of students followed by common entrance test (CET), publication of merit list, filling option forms for preference to the college, allocation of

students in 3-4 rounds and college level scrutiny of documents for eligibility.

2. B.Ed. (Vacational) YCMOU Nashik

- ❖ Generally in the month of July / August the advertisement for B.Ed. is published by Yashwantrao Chavan Maharashtra Open University (YCMOU), Nashik.
- ❖ The admissions are totally governed by YCMOU, Nashik.
- ❖ The advertisements generally provide the following information:
- ❖ Course and its duration
- ❖ N.C.T.E. recognition reference.
- ❖ Cost of admission form and processing fee.
- ❖ Admission process (Entrance Test, Interview)
- ❖ Affiliation of the University
- ❖ Dates of receiving and submitting admission form.
- ❖ Reservation norms
- ❖ Medium of instructions.
- ❖ Contact Number, Address, Website etc.

Prospectus:

After online confirmation of admission, the teacher trainees are provided the prospectus of the institution along with the admission form.

It includes the following information.

CONTENTS

1. Introduction
2. Vision and Mission
3. Objectives, Area of Focus
4. Admission Procedure, Fee Structure, Scholarship
5. Courses Conducted.
6. Structure of B.Ed. Course
7. Result of Last 5 Years.
8. List of Department
9. Academic Calendar
10. Teaching and Non-Teaching Staff List
11. Admission Confirmation Form
12. Personal Profile Form

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

At the institutional level admission committee looks after fulfillment of admission criteria and whether they are equally applied to all applicants. The category, method, merit verification are done for eligibility of admission. The students are critically verified for methods to be selected. They are admitted only upon finding eligible for admission as per the rules.

B.Ed. YCM Open University Nasik admissions are controlled by Yeshwantrao Chavan Maharashtra Open University Nasik (YCMOU Nasik). The documents of admitted teacher trainees are verified by the authorities of the institution.

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

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

Diversity in the student population is retained (the process of admission is centralized at the state level). Almost all types of diversities in the society are taken in consideration while allotment of seats to every institution in the state. Therefore the institute represents the model of society with regard to diverse economic, cultural, religious, gender, linguistic backgrounds and the physically challenged. Cultural and religious diversified group.

The institution has adopted secular approach in all the practices. All the festivals

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

Gender diversified group

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

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

Assessment of Teacher Trainee's Knowledge:

The teacher trainees of B.Ed. are admitted through Central Admission Process (CAP) in which Common Entrance Test (CET) is conducted. This CET is based on teaching aptitude, intelligence and general knowledge of the candidate. In this way, there is a provision of assessing not only the knowledge and intelligence of the teacher trainees, but also their teaching aptitude before commencement of the course. At the institutional level we also plan to assess the teacher trainee's content knowledge of the school subjects in near future by taking content test.

2.2 CATERING TO DIVERSE NEEDS

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

The institution was started in 1968 and has a great heritage of teaching-learning. It helps to create the conducive environment for learning by providing following amenities.

Institution building:

The institution building is in isolated area where the environment is favorable for learning and development of students.

Classrooms:

The classrooms space is enough for seating capacity. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans are provided in the classroom. Benches in the classroom are comfortable to sit for more than 6 hours in the classroom. In Main Lecture Hall LCD projector is fixed along with sound system. This is a unique feature of this classroom. All the facilities in the classroom help to keep the environment conducive for learning. Rooms are made available to the professors and teacher trainees whenever necessary. The teacher to teacher trainee ratio is 1:8. Group activities such as micro teaching lessons, integrated lessons, simulation lessons, content cum methodology workshop, guidance for practice lessons and many other curricular and co-curricular activities such as social work, practice for cultural programs are conducted in these guidance rooms. These rooms are used for individual attention, motivation, guidance and counseling to the teacher trainees from time to time.

Library:

The institution has library with a separate room and Reading Room. It is well equipped with many good reference books, periodicals, research journals, encyclopedias, dictionaries and inflibnet facility and photocopy machine.

Computer Laboratory:

A separate computer lab is available for the T.B.L. practicals and other practical work related to syllabus. It consists of 10 computers along with an internet connection. Through this well-equipped net connected laboratory, the teacher trainees get connected with the world and complete their practical as well as they can. They search for the related articles, reviews, researches, proceeding, encyclopedias, reports and related audios and videos. Thus, the institution provides a suitable environment to interact with the world and helps to update their knowledge of the teacher trainees.

Educational Technology Laboratory:

The institution has a Educational Technology (ET) laboratory. It consists of Radio, Television, Tape recorder, overhead projector, LCD, computers with internet

connection and laptops. It helps the teacher trainees to develop their skills regarding the use of electronic gadgets, so that they can easily handle these equipment's during their practice teaching sessions.

Methods Laboratory rooms:

The institute has some teaching aids for methods. The teacher trainees learn to utilize facilities efficiently according to their needs.

Conducive Environment:

The institution is situated in the city, free from pollution. Having facility of pure drinking water, washroom, playground, vehicle parking and all these facilities create positive energy among the teacher trainees as they try to excel in the curricular transaction process.

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

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

Gifted teacher trainees:

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

They are given the responsibility of planning and execution of some programs and co-curricular activities in the institution as well as in the practicing schools during the internship program.

Academically weak teacher trainees:

Special attention is given towards the academically weak teacher trainees. When they come with their academic problems to the teacher educator they solve their problems.

Each and every aspect of curriculum is plan fully executed and the institution has adopted techno-friendly attitude which help to cater to the diverse learning needs of the students.

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

Most of the B.Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. The theory papers like Philosophical and sociological foundation of education and Psychological foundation of education, childhood and growing up mainly focus on this area.

In the course upto 2014-15, Philosophical and Sociological Foundation of Education, various basic concepts in relation to social interactions and social barriers education for national integration and international understanding are discussed; while in the course Psychological foundation of education the units such as intelligence, individual differences, collaborative and co-operative learning, and classroom interaction are incorporated in the curriculum. From the year 2015-16 in new course in First Year syllabus in paper contemporary India and Education the unit like agencies of education in Indian society, Sarva Shiksha Abhiyan, National Secondary Education Abhiyan. In the paper Childhood and Growing Up the unit like Individual Differences and Personality, Education and Learner Diversity in classroom, Political and Social and Cultural Domain Childhood and Growing Up, Intelligence Mental process in Learning. In Paper Six is on Gender, School and Society. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practicals, practice teaching lessons, internship and social work activities are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process.

Course related practicals like psychological experiments, study of exclusive school plant, technology based practical, development of self-instructional material,

content cum methodology practical develop the insight among the teacher trainee regarding the diversity and equity in teaching learning process and their role in the schools.

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

Introduction to the trainee students with expert resources of diff. Fields and allotment of equal responsibility to teacher aspirants during guest lectures, celebration of special days and variety of co-curricular activities these are the activities envisioned in the curriculum for students teacher to understand the role of diversity, equity in teaching learning process. The rotational system regarding holding responsibilities in every group work further boost up this vision.

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

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

1. **Selection of the faculty:**

The institution is run by Government of Maharashtra, Higher Education, Mumbai-32. Therefore, highly qualified staff is selected by MPSC and Govt. of Maharashtra, which are capable to cater the diverse trainee needs.

2. **Training of the faculty under experienced teacher educators:**

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

3. **Participation in professional development program:**

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

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

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

1. **Providing knowledge through theoretical component**

Through the theory components of the curriculum, the knowledge regarding diversity and inclusion is provided to the teacher trainee-teacher in course I of the B.Ed. syllabus i.e. Philosophical and Sociological Foundation of Education course, II Psychological Foundation of Education and in the new course from 2015-16 Childhood and Growing Up, Contemporary India and Education are useful for developing the knowledge. A few Experts are invited to deliver lectures for the same.

2. **Providing knowledge through practical components.**

The knowledge regarding diversity and inclusion is provided to the teacher trainees through practical assignments and visits related to the theory course I, II, III and elective course Vth B and in the new course from 2015-16 in First year Paper I, II, III and IV.

3. **Developing skills through demonstrations given by teacher educators and teacher**

The teacher educators develop the skills of teacher trainees regarding the diversity and inclusion through live demonstration during their teaching sessions,

microteaching and simulation lessons with teacher trainees.

Our teacher trainees observe the lesson of peer group members which give them an idea about the proper interaction with diverse teacher trainees.

4 Actual use of knowledge and skills:-

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

Beside this, teacher trainees observe the schools during the practice teaching and internship. They also observe the infrastructural facilities available in respective school.

2.3 TEACHING- LEARNING PROCESS.

2.3.1 How does the institution engage teacher trainees in “Active Learning”? (Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internship, practicum etc.)

The curriculum of B.Ed. programme of SRTM University of Nanded is designed in such a way that the teacher trainees should remain engaged in active learning. Our efforts are there to transact this curriculum effectively by implementing the following activities to engage the teacher trainees through active learning:

1. Theory Courses

While teaching the theory courses along with lecture method, our faculty uses various interactive teaching strategies like group discussion. Question-answers techniques, using teaching aids and lectures followed by discussions which engage the teacher trainees in active learning.

2. Practical related to the theory courses:

Teacher trainees have to complete two practicals per theory course. Thus, they have to complete ten practical's in all and in the new course from 2015-16 in first year syllabus the six practical's in three papers. These practical's are in the form of individual projects, where teacher trainees remain engaged in active learning.

3. Micro-Teaching and simulated lessons (peer Teaching):-

Micro-teaching is the essence of teacher training program, where teacher trainees have to remain focused in acquiring mastery over various teaching skills which will be useful in simulation lessons and classroom teaching. Therefore, the teacher trainees remain active in this learning process.

In bridge lessons, teacher trainees have to integrate various skills acquired in the micro-teaching and conduct the lessons. Similarly, the teacher trainees have to conduct simulated lessons on the peer group members, thus remaining engaged in active learning.

4. Practice Teaching and Internship:

During practice teaching and internship lessons, the teacher trainees have to teach in real in real classroom situation, for that purpose they have to do a lot of preparation. Such as writing the lesson notes, guidance from teacher-educators, Guidance from Mentor Teacher, finalization of lesson notes and preparation of teaching aids etc. for all these activities the teacher trainee- teachers remain busy actively.

5. Social service Activity (Focus Group):

The activity like, discussions, cleaning of the campus, tree plantation is organized to sensitize the teacher trainees about the various social issues and problems. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers.

6. Health Program:

Activities like Yoga, Health Orientation lectures by Doctors, health checkup programmes are conducted by the institution.

In this way the teacher trainees remain active and become aware about their own health at the same time they also think about the health of school student.

7. Co-curricular activities:

Throughout the year, the institution engages the teacher trainees in organizing and participating in various co-curricular activities which mold their personality as

teachers of the 21st century. The Co-curricular activities include celebration of various important days, elocutions, debates, essay writing, poster presentation, article writing, exhibitions, handbook, lecture series, workshops, orientations, drama and poem reading. At the end of the year, all these co-curricular activities conclude with the annual social gathering where the prizes are distributed to the meritorious teacher trainees and teacher trainees with extra ordinary qualities in order to appreciate them and motivate others. Along with the prize in the form of certificate distribution program, the annual cultural program is also organized to inspire the teacher trainees.

8. **Use of learning resources:**

A separate library room and reading room is available in the institution. In this library, various reference books, encyclopedia, reports, surveys. Dictionaries, text books, periodicals, journals, newspapers in both English and Marathi language are available. Besides these resources, offline as well as online resources are also available in the library.

The online resources include the availability of internet connectivity in the library and inflienet facility. The reference books and text books are given to the teacher trainees at home, while encyclopedia, reports, surveys, dictionaries, periodicals, journals are made available to the teacher trainees in the library. The internet facility is made available to the teacher trainees in the library. The internet facility is also available to each teacher trainee. Thus, by providing books and internet as learning resources the teacher trainees are engaged in active learning.

9. **Individual projects:**

The teacher trainees undertake individual projects as part of practical work. They have to complete these projects like content cum methodology report; technology based lesson, where teacher trainees remain engaged in active learning.

2.3.2. **How is 'Learning' made teacher trainee-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge, and skill development by the teacher trainees?**

Learning is mainly teacher trainee centered. The list of participatory learning activities is as follows:

- ❖ Content Enrichment program (Content test, preparation of Teaching aids, unit selection of final lesson exam)
- ❖ Peer Learning (Micro teaching and simulation)
- ❖ Seminars, Workshops, symposium, presentations and Tutorials.
- ❖ Library transaction and use of computer.

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

The professors use various models of teaching such as inductive model, concept attainment model. Use of LCD is made in classroom teaching for ensuring effective learning.

Self-study of self-pace, self-discipline, self-governance, and student focused submission work are mentionable, innovative approach adopted by the institute which provides enriched experiences that ensure effective learning teaching.

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

Under simulation workshop of model of teaching, orientation is conducted in actual classroom environment. The demonstration of various model of teaching is taken by faculty and one lesson is compulsory for each student.

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

- ❖ After orientation the teacher trainees on microteaching skill techniques, every trainee is required to conduct lesson for the development of teaching skills.

- ❖ The following six skills are practiced by teacher trainees. They are

 1. Explanation
 2. Questioning
 3. Stimulus-variation
 4. Black Board Writing
 5. Use of Examples and illustrations
 6. Set induction

Besides this four skills like Demonstration, narration, Reinforcement, use of teaching aids are taken by faculty. The teacher trainees have to practice three skills in every subject leading to overall practice of six skills in all. Hence, the teacher trainee gives two lesson per skill.

Two integrated lesson one of each method comprising at least three skills are also taken by every teacher trainee.

2.3.6. Detail the process of practice teaching in schools (Lesson a teacher trainee give per day, lessons observed by the teacher education, peer/ school teachers, feedback mechanism, monitoring mechanism of lesson plans, etc.)

Details of the practice Teaching –

As the practice teaching is the core of the teaching course, a lot of importance is given to conduct quality practice teaching. For the smooth execution of the practice teaching lessons, a separate department has been established.

The institution follows the method of planning practice teaching lesson which is a centralized. Each teacher trainee is required to complete 10 practice teaching lessons of each method up to 2014-15 and from 2015-16 in new course in first year syllabus 8+1 lesson of each method.

For better execution of these lesson, the institution has identified and tied up with about six schools. The institution takes the permission from the concerned school along with necessary information such time-table, names of subject teachers, working days and the holidays for effective planning of the practice teaching lessons.

After obtaining the permission from the school for conducting lessons, teaching units are taken from the school teachers and then conveyed and distributed to the teacher trainees along with lesson time table. This is followed by a through guidance for the lessons from the method teachers. The teacher trainees then prepare the fair lesson note. Sufficient time span of about 15 days is given for the planning and execution of the lessons.

Actual execution of practice teaching. Each teacher trainee conducts only one lesson per day, except in some cases where the teacher trainees conduct two lessons per day. The teacher educator observes two lessons per period. This practice is also strictly followed in the institution so that it is possible to provide detailed and proper feedback to the teacher trainee and maintain the quality of practice teaching. The feedback mechanism for the practice teaching lesson is well developed and multi-faceted.

Observation of practice teaching lessons by peers of the same methodology is practiced with printed formats. Peers also give feedback in observation note. The programme of practice teaching in any school is monitored by Head Master of school or supervisor, senior teacher of concerned school. The Principal of the college visits during the period of practice teaching program. The staff and Head Master of practice teaching school give feedback orally.

2.3.7. Describe the process of Block teaching / internship of teacher trainees in vogue.

In B.Ed. course, a lot of weightage is given for internship program in terms of marks and time period. The internship is for a period of 12 days upto 2014-15 and from 2015-16 in new course in first year syllabus the Internship is for a period of 4 weeks. During these four days are given for planning and guidance, in remaining days the teacher trainee has to remain in the school campus to perform the following activities.

- ❖ Block teaching lessons.
- ❖ CCM lesson
- ❖ Value Education and Environment Education activity

Besides these activities, they have to assist the teachers in the school for

curricular, co-curricular and extracurricular activities, correction of exam papers and home-assignments.

Some schools also provide them an opportunity to go through the records maintained by the school. The process of block teaching / internship is executed in three phases as follows.

1. **Preparatory Phase:**

In this phase, the institution communicates with the school regarding the time table, units and gets the necessary information from the school. On the basis of the received information, the internship department plans accordingly.

2. **Actual Internship:**

Every teacher Educator is assigned a group of trainees for the internship program. The Professor in charge of these schools monitors the internship program and is in contact with the trainee group leader. The Professor in charge supervises the program and follow up action is taken if necessary.

3. **Phase of Evaluation:**

After the program is over, the teacher trainees submit their workbook and activity wise report to the Professor-in-charge. The Professor-in-charge of group corrects the reports and marks are given to teacher trainees. The institution also organizes a feedback session in the school to get inputs regarding the planning, implementation, execution, difficulties, quality and lacunae in the program.

The evaluation is a continuous and comprehensive process. Every lesson of the teacher trainee during internship is conducted under the guidance of in-charge of internship teacher which is the best practice in the internship program.

2.3.8. Are the practice teaching sessions/ plans development in partnership, co-operatively involving the school staff and mentor teacher? If yes give details on the same.

All the institution develops the time table of practice teaching lesson with the prior permission of Head Master of the school.

The program of practice teaching in any school is monitored by Head Master of School or Supervisor, senior teacher of concerned school. The co-operation of school staff especially of school supervisor is involved partially, regarding content to be taught. The Principal of the college visits during the period of practice teaching program.

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

It is necessary for a trainee teacher to be exposed to the diverse learning needs of students in schools.

The course II, Psychological Foundation of Education paper of the B.Ed. syllabus includes the 'Unit Individual Differences' upto 2014-15 and in new course from 2015-16 in first year syllabus in the Ist paper Childhood and Growing Up the Unit no. II Individual Differences and Personality, Unit III, Education and Learner Diversity In Classroom which enables the teacher trainees to get an idea about inclusion of students with special needs, their characteristics, types and modification that are necessary to be made for students in the inclusive set up. Hence, they are oriented and prepared to teach such students.

The student teachers are prepared for the management of the diverse learning needs of schools students during practice teaching session which are diversified. It include use of teaching aids, specimens etc.

The teacher educators inculcate the attitude towards inclusive education by guiding them formally as well as informally.

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

The trainees are encouraged for using various models, charts of teaching, other related A.V. Aids, incorporation of additional skills, discussion and question answer methodology in practice teaching program. The charts of the ex-students are allowed to use for teaching purpose.

2.4 TEACHER QUALITY:

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

The institution develops the time table of practice teaching lesson with the prior permission of Head Master of the school.

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

The ratio as such is not fixed one. The ratio of teacher trainee to identified practice teaching schools is negotiable. The ratio varies on the bases of sections, medium and availability of divisions of the school.

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

The practice teaching lesson of every student is observed by mentor teacher /method master of Institute. The feedback includes an attempt for using on strength and weakness of teaching. Students take efforts for deleting or minimizing weaknesses and strengths are tried to conserve or keep constant. Thus feedback is used for performance improvement.

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

Practice teaching forms the core curriculum of the B.Ed. program. The institution conducts this in collaboration with schools. This institution makes every effort to comply with policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding practice teaching.

The IQAC discusses and deliberates on the policy directions and conveys it to the teacher educator in charge of the lesson planning department. The teacher educator in charge in turn gives instructions to all the teacher trainees and displays the instructions on the notice board.

At such times, the institution cooperates and coordinates with the school to fulfill the needs and also ensures that the teacher trainees are updated on the policy directions and educational needs of the school.

2.4.5. How do the teacher trainees and faculty keep pace with the recent development in the school subjects and teaching methodologies?

It is necessary for the institution to make practice teaching consistent and relevant with the school syllabus and the new methodology advocated in the revised curricula of the school. The teacher trainees and faculty keep pace with recent developments in the school subjects and teaching methodologies through the content-cum methodology workshop, which is organize at least once every year. Through these workshops the teacher trainees get the required inputs in recent developments in the school subjects and teaching methodologies.

The following activities are undertaken and completed by the teacher trainees for both the school subjects selected as special methods:

1. Preparation of lesson plans
 2. Workshops on preparation of teaching aids.
 3. Content test.
 4. Teaching methodology
 5. Preparation and conducting lesson based on various types of teaching methodology.
- ### **2.4.6. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)?**

The information brochures of symposia, received from different levels are brought into the notice of faculty from time to time. The faculty participates in respective professional developments activity as per interest convenience etc.

Institute gives priority for completing orientation/refresher courses of that staff/Faculty whose up gradation, in pay scale/ post is due or to be due in forthcoming period.

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

The rewards or achievements of staff members are published in the annual magazine of the institute. The performance achievement is also given publicity in the local newspapers. The outstanding success of the faculty is admired by displaying it on the notice board of the institute and discuss in the staff meeting.

The staff members are also felicitated on their special achievements in the annual prize distribution ceremony.

2.5 EVALUATION PROCESS AND REFORMS:

2.5.1. How are barriers to teacher trainee learning identified, communicated and addressed? (Conducive environment infrastructure access to technology teacher quality, etc.)

Some teacher trainees face barriers in learning as well as practice teaching these are identified and action is taken to enable the teacher trainee to overcome the barriers. The barriers identified are generally coping with new subjects like psychology and statistics and technology based course. Teacher trainees from rural background have limited communication skills and many find it difficult to conduct lessons in English methods. Despite having opted for English method. Some trainees lack of confidence and cannot adjust to the urban environment.

Last Saturday of every month the faculty of related subject guide and provide counseling personally to trainees facing problems.

The drawbacks in learning are revealed from the results of the internal exams. The examination in charge conducts a meeting with these trainees and orients them on proper techniques and study skills to improve the performance. The Principal is also kept abreast with performance and problems faced by the trainees. Not only does the institution's faculty, but the administrative staff also takes efforts to create conducive learning environment and to provide the best possible infrastructural facilities and access to technology to make the training joyful and stress free.

2.5.2 Provide details of various assessment/evaluation processes (internal assessment, midterm assessment, term end evaluation, external evaluation) used for assessing teacher trainees learning?

The B.Ed. Course

It is structured into seven parts such as Part I, Part II to Part VII up to 2014-15 from year 2015-16 B.Ed. syllabus is structured in three parts such as Part I,II and Part III. Part I: Written examination is conducted by the S.R.T.M. University of Nanded. Part II to Part VII up to 2014-15 and Part II and III from 2015-16 are evaluated by the institution and It is related to theory and practicum. All types of lessons and practicum are evaluated through observation tools and evaluation charts. The B.Ed. course has a provision for continuous feedback. In each and every activity, teacher trainee receives feedback immediately. For microteaching, practice lessons, content cum methodology workshops, internship programs, practical work, test and tutorials, feedback is given in written and oral form. Teacher trainee receives feedback from peer group, lectures and occasionally from Principal also. The process of feedback is very transparent.

After each and every activity, the progress of the teacher trainee is communicated to the teacher trainee for improvement in performance.

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

The assessment of student at institutional level is three fold i.e. internal, continuous and confidential. Yet the achievement of term and examination is shown as well as displayed for the students.

The teaching faculty discuss upon strength and weakness of students. Similarly in-charge faculty member of examination department gives an idea about whole examination system of the University.

These efforts help the students to improve their performance and curricular transaction.

2.5.4 How is ICT used in assessment and evaluation processes?

Use of ICT used in assessment and evaluation processes:

Generally, the major part of assessment and evaluation process consists of manual efforts. Printed format of assessment are used for micro teaching, C.C.M., practice teaching, etc.

ICT is used for the assessment and evaluation as follows:

- ❖ Preparing all instructions related to assessment
- ❖ Typing question papers
- ❖ Typing assessment schemes
- ❖ Typing evaluation charts for various activities
- ❖ Recording marks secured by all teacher trainees
- ❖ Preparing result sheets
- ❖ Analysis of results

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS:

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

Faculty members are preparing themselves for power point presentation of their teaching course. The L.C.D. projector is used for interactive topics. All subject laboratorie are with sufficient models, charts, maps. For value education and knowledge enrichment, at the time of prayer each student according to their roll number presents news, thought for the day with explanation and days special, national anthem followed by group song related to national integration and on every Saturday yoga is also conducted.

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

Teaching faculties are asked to submit demand list to Head of the institute to update each department /section of the institute. Use of technology is admired and others are promoted for using available technology. Some of the instructional, technological instruments are available with the institution.

An amount worth near about 1 Lac 32 thousand spent in 2014-15 for the purchase of Machinery and equipment under Govt. plan scheme.

- ❖ **Following are the main evaluative observations / suggestions made in the first assessment report with reference to teaching, learning and evaluation how they have been acted upon by the institution.**

The science, Educational Technology and psychology laboratories are poorly equipped under – utilized.

The Science laboratory is not equipped with the necessary instruments equipment and other consumable items stock register is updated only up-to1998.

The record shows the GCE had not purchased any item for science lab and the stock register has not been verified since 1998.

Following actions are taken by the institution

❖ The Science Lab

The institution purchased essential instruments, equipments & Chemicals, models, charts etc in the science Laboratory separate stock register is maintained.

❖ Educational Technology Laboratory

The institution purchased essential equipments and instruments for Educational Technology laboratory

viz : LCD, OHP, computer, Laptops, Printers, Digital Camera. Lan facility, wifi facility, CC-TV cameras, Biometric System etc. separate stock Register is maintained E.T. Laboratory is in functional order. The student teachers and faculties use it for educational purpose as per the need.

ICT workshop is organized for orientations as per the prescribed curriculum. Use of ICT in practice teaching is essential. Separate E.T. and computer lab is developed.

✘ **Psychology Laboratory**

Psychology Lab is developed and psychological tests, equipments are purchased according to the curriculum. Prior time is allotted for psychology experiment. Psychological experiment work book developed by the institution. Separate time-table is prepared as per the academic calendar.

Faculties prepare a PPPS in Teaching – Learning Process, workshops, ICT based demonstration lesson.

A faculty members has participated in e-content developed workshop organised by Dept. of Education, Dr. B.A.M. University, Aurangabad.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

Our institution has only B.Ed. Course. Some students and faculty who are eager to do research work, the institution inspires and motivates those researchers for research activities in numerous ways. All such activities are promoted by physical facilities, library and literature.

The research scholars have an easy access to various physical resources such as library, research surveys, periodicals, internet facility and Xeroxing. Library facilities are made available. Senior teacher educators provide guidance for different stages of research to the lecturer who has been doing the Ph.D. work.

Faculties are encouraged to participate in research related seminar, conferences, workshops, symposiums by providing the Duty Leave.

Faculties without Ph.D. degree have been encouraged to register their Ph.D. making available all type of facilities e.g. Library Resources.

Research works are supported psychologically by assuring them support and assistance in their entire research endeavor.

Following Table shows the number of Faculty Members were working during 2011 to 2015 who secured their Research Degree (Ph.D.)

Sr. No.	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Prin. Dr. Rodge S. G.	Prin. Dr. Rodge S. G.	Prin. Dr. Rodge S. G.	Prin. Dr. Rodge S. G.	Prin. Aran M. T.
2	Dr. Nilekar	Dr. Kauthalkar P.A.	Dr. Kauthalkar P.A.	Dr. Kauthalkar P.A.	Dr. Kauthalkar P.A.
3	Dr. Joshi P. D.	Dr. Joshi P. D.	Dr. Joshi P. D.	Dr. Joshi P. D.	Dr. Joshi P. D.
4	Dr. Kotambe S. Y.	Dr Bhusare G. N.	Dr. Murumkar U.S.	Dr. Murumkar U.S.	Dr. Kotambe S. Y.
5	Dr. Bhuare G.N.	Dr. Bhusare G.N.	Dr. Bhusare G. N.	Dr. Bhusare G. N.	Dr. Murumkar U.S.
6	Dr. Veer (Librarian)	-	Dr. Padme R.S	Dr. Padme R.S	Dr. Bhusare G. N.

At present the institution has 6 faculties and 1 Principal (Total = 07) faculty members for B.Ed. (Regular) full time two years course

Following Professors have secured their research degree (Ph.D. degree)

1. Principal Dr. Dhoot U.M.
2. Dr. Jadhav P. M. Associate Prof.
3. Dr. Sali A. B. Associate Prof.
4. Dr. Deshpande J. K. Associate Prof.
5. Dr. Subhedar B. P. Assistant Prof.

Asst. Prof. Totade S.P. has submitted their Ph.D. Thesis to the Dr. B.A. M. University, Aurangabad and Asst. Prof. Naigaonkar A.B. is encouraged and motivated for doing Research work.

Following faculty members have been recognized as guides and referee.

Sr. No.	Name of the Teacher Educator	University	Program	Details
1	Dr. Dhoot U.M.	SRTMU , Nanded	Ph.D.	Guide & Referee
2	Dr. Jadhav P. M.	Dr. BAMU., Aurangabad	Ph.D.	Guide & Referee
3	Dr. Sali A. B.	Amaravati University, Amaravati	Ph.D.	Guide & Referee
4	Dr. Deshpande J. K.	Applied for Ph.D. Guide to the University		
5	Dr. Subhedar B.P.	Dr. BAMU. Aurangabad	Ph.D.	Guide

Thus, majority of staff members are actively involved in their research work. Some of the faculty members not only render their services to the affiliated university but to other universities as well.

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

The major thrust areas under which Ph.D. students of the faculty are doing their research work. They are enlisted below:

- ❖ Problems related to Instructional Methods.
- ❖ Problems related to Curriculum framework / development.
- ❖ Problems related to life skill.
- ❖ Problems related to Teacher Education.
- ❖ Problems related to Secondary Education.
- ❖ Problems related to Environment Education.
- ❖ Problems related to Social Science
- ❖ Problems related to School Education.

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

The institution promotes and encourages the faculty members and community teachers to undertake action research through extension service program up to 2013-14. In the B.Ed. syllabus up to 2014-15 there is one compulsory Theory/Core Paper on Action Research i.e. Educational Evaluation And Action Research. The objective of this paper is to use information related to action research for solving day to day problems of teachers and schools. This paper itself includes the separate Topic Action Research. In the paper student trainees was given the Practicum and Preparation and Presentation of Action Research Proposal.

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

The institution and its faculty members are actively involved in their research paper in various conferences, seminars and workshops.

List of the seminars, conferences, workshops attended by the faculty:-

The details of Present Staff Members:

Sr. No.	Name of Faculty	Name of Seminar/Conference/Workshop/Symposia/Book/Journal	Name of the Sponsoring Agency	Level	ISSN/ISBN No./	Year of publication/Place
Paper Presentation/Participation/Published Paper						
	Prin. Dr. Dhoot U.M.					
1	Prin. Dr. Dhoot U.M.	Education for Human Rights		National		March 2010
2		Research In Education		National		March 2012
3		Manushya Ghadan Hech Khare Shikshan		National		Feb. 2012

4		Education for Life Skill Development		National		Feb. 2013
5		Challenging Higher Education		National		2009
6		Uchha Shikshnatil Avhane ani PudhilVatchal		State Level		2010
7		Shikshn Shastra Abhyaskram Sanrachna karyakram				March 2010
8		Curriculum implementation				
9		Emerging Trends in Computer				Oct 2010
10		Prachrykaryshala				2010
11		Shikshn Prashikshan kkarykram				2011
12		All India Association for Education Research				27/28 Sep. 2013
13	Research papers in Research Journal					
14		Entire Research		National Level		Jan.20 10
15		Shodh Samiksha our Mulyankan		Internati onal Level		April 2010
16		Entire Research		National Level		July 2010
17		New Frontiers in Education		Internati onal Level		
18		Indian Streams Research Journal		Internati onal Level		July-Sept 2010
19		The Unique Research Analysis		Internati onal Level		Oct-2011
20		The Unique Research Analysis		Internati onal Level		
21		The Unique Research Analysis		Internati onal Level		Nov-2011
22		Shikshanche Anveshan		Internati onal Level		June - 2012
23		Social Growth		National Level		
24		Indian Multidisciplinary Research Journal		Internati onal Level		April-May-2012
25		International Interdisciplinary	Problem in organizing co-curricular activity	Internati onal	ISSN – 2349-	June 2015

		Research Journal	and secondary students in Osmanabad		638X	
26		National Seminar on Administrative and Academic Audit	Nature and importance of Academic Audit	National		March 2016
27		Dimensions and Applied Research		National	ISBN – 978-81-929397-73	Jan 2013
28		National Conference Empowerment of Teacher Education	Reforms in Mathematics Methodology: What its barriers and can we reduce it?	National	ISBN – 978-93-8341-17-7	Dec.2 014
29		(Dr. Dhoot & Dr. Lahurkar B.R.) Current Issues in Education	Issues before Teacher education reference to essential aspects of curriculum	Internati onal	ISBN – 978-93-80039-06-0	
30		Indian multidisciplinary Research Journal	Navavichya vidyarthyanhya Vichar prakriye sandharbat Dnyanrachanavaadacha Abhyas		ISSN - 2370-7434	June 2013
31		1. Prakashatun Pradushnakade – Bhavishytil samasya 2. Status of Tiger environmental issues more Serious in India 3. The environmental issues are more serious in India		State	Level ; ISBN-978-93-82813-28-6	April 2014
32		Challenges & opportunities in Life Skill Development regarding Feminize need & Importance		National	ISSN – 2331113-3	Feb.2 013
Prof. Jadhav P.M.						
1	Prof. Dr. Jadhav P.M.	Effectiveness of Action Programme in Historical conceptual learning	Dr. Babasaheb Ambedkar Open University, Ahmedabad, All India Association for Educational Research, Gujarat (ERA) & Bhartiya Shikshan Mandal, Gujarat Prant.	Internati onal		Dece mber 2011
2		Sustainable Values Expected by Mahatma Gandhi Through	Dr. Babasaheb Ambedkar, Mahatma Gandhi & Pandit	Internati onal		Octob er 2012

		Basic Education	Nehru Study Center, Shri Shivaji College of Arts, Science, Akola			
3		Challenges Before Marathi Language in Globalization	Lokseva Education Society's Arts & Commerce College, Khultabad, Dist. Aurangabad	National		March 2012
4		Educational Work of Rajarshi Shahu Maharaj	Rajarshi Shahu Study Center, Dr. Babasaheb Ambedkar Marathwads University, Aurangabad	National		March 2012
5		Ancient Traditions of Indian Higher Education for Development of Life Skills & Social Development	Indian Association of Teacher Education & Maulana Azad National University, Hyderabad	National		5 & 6 November 2012
6		Philosophy of Maulana Abul Kalam Azad	Aurangabad Municipal Corporation, Maulana Abul Kalam Azad Research Center, Dr. Babasaheb Ambedkar Marathwada University & Lokseva Education Society, Aurangabad	National		15 & 16 December 2012
7		Effectiveness of Extra Reading Activities for Content Enrichment of B.Ed. Trainees	Mahavir College, Kolhapur	National		18 & 19 October 2013
8		Empowerment of Learner : Core of Multiple Intelligence Theory	Kohinoor Arts, Commerce College, Khultabad, Dist. Aurangabad	National		17&18 February 2014
9		Quality Teacher Education : Expectations about Curriculum Framework	Secondary Training College, Mumbai	National		Febru ary 2014
10		Quality Teacher Education : Present Scenario & Expected Modifications	Mahavir College, Kolhapur	National		Febru ary 2015
11		Parameters of Research	Department of Geography, Mahavir College, Kolhapur	National		March 2015
12		Contribution of Jean Piaget in Constructivism	Laxmibai Bhaurao Patil Mahila Mahavidyalaya, Solapur	National		April 2015
13		Utility of Quality Circle Quality	Department of Education, Mahavir	National		Febru ary

		Research at M.Ed. Level : Utility of Quality Circle	College, Kolhapur			2016
14		Harmonious Changes in Education & Nurturing Process	Apana Club Sanskar Pratishthan, Aurangabad	State		January 2010
15		Background of Marathwada and Expected Changes in Present Educational System	Marathwada Shikshan Prasarak Mandal, Aurangabad, Marathwada Vikas ani Sanshodhan Pratisthan, Aurangabad	State		July 2010
16		Teacher Education & Social Health	Insight Publication, Nashik	State		December 2011
17		Economic System in Yadav Period	Bhauji Avhad Mahavidyalaya, Pathardi, Dist Ahmadnagar	State		February 2012
18		Research in Social Science	Government College, I.A.S.E., Aurangabad	State		December 2012
19		Project Writing	Yeshwantrao Chavan Maharashtra Open University, Nasik & Vivekanand College, Aurangabad	State		February 2013
20		Educational Philosophy	M.G.M.'s Jawaharlal Nehru Engineering College, Aurangabad	State		July 2013
21		Orientation on Fundamental Elements of Research	Government College of Education, I.A.S.E., Aurangabad	Regional		2013
22		Workshop for Principals	UGC Academic Staff College, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	University		2014
23		Workshop for Statistical Application in Research	Government College of Education, I.A.S.E., Aurangabad	Regional		2014
24		III rd Maharashtra State Golden Jubilee Retrospection Conference	Marathwada Shikshan Prasarak Mandal, Aurangabad, Marathwada Vikas ani Sanshodhan Pratisthan, Aurangabad	State		2010
25		Orientation Programme on Fundamental Elements in Research	Government College of Education, I.A.S.E., Aurangabad	Regional		2013
26		Orientation Programme on Fundamental	Government College of Education, I.A.S.E., Aurangabad	Regional		2013

		Elements in Research				
27		In service Teacher Training Programme for Higher Secondary Teacher	Maharashtra State Secondary & Higher Secondary Examination Board, Aurangabad	Regional		2014
28		Modern Approaches and Innovations in Psychology	Kohinoor Institute, Khultabad, Dist. Aurangabad	National		2014
29		Modern Approaches and Innovations in Psychology	Kohinoor Institute, Khultabad, Dist. Aurangabad	National		2014
30		Teacher Eligibility Test (TET) Preparatory Course	Government College of Education, I.A.S.E., Aurangabad	Regional		2014
31		Teacher Eligibility Test (TET) Preparatory Course	Government College of Education, I.A.S.E., Aurangabad	Regional		2014
32		Teacher Eligibility Test (TET) Preparatory Course	Government College of Education, I.A.S.E., Aurangabad	Regional		2014
33		Integration of Value Education in Present Scenario	Government College of Education, Akola	National		2015
34		Training Programme for Teachers, Head Masters of Primary & Secondary School	Marathwada Shikshan Prasarak Mandal, Aurangabad	Regional		2015
35		National Conference on New Dimensions of Higher Education and Teacher Education in 21 st Century	Mahavir Mahavidyalaya, Kolhapur	National		2016
36		Bharatratna Dr. B.R. Ambedkar National Education Conference	Marathwada College of Education, Aurangabad	National		2016
37		Effectiveness of Action Programme in Historical conceptual learning	Dr. Babasaheb Ambedkar Open University, Ahmedabad, All India Association for Educational Research, Gujarat (ERA) & Bhartiya Shikshan Mandal, Gujarat Prant.	International Level		December 2011
38		Sustainable Values Expected by Mahatma Gandhi Through Basic Education	Dr. Babasaheb Ambedkar, Mahatma Gandhi & Pandit Nehru Study Center, Shri Shivaji College of Arts, Science, Akola	International Level		October 2012
39		Effectiveness of Extra Reading Activities for	Mahavir College, Kolhapur	National Level		October

		Content Enrichment of B.Ed. Trainees				2013
40		Empowerment of Learner : Core of Multiple Intelligence Theory	Kohinoor Arts, Commerce College, Khultabad, Dist. Aurangabad	National Level		February 2014
41		Quality Teacher Education : Expectations about Curriculum Framework	Secondary Training College, Mumbai	National Level		February 2014
42		1.Quality Teacher Education : Present Scenario & Expected Modifications 2.Areas of Research in the Point of View of Globalization	Mahavir College, Kolhapur	National Level		February 2015
43		Indian Literature and Solution of Women's Problems	Mahavir Mahavidyalaya, Kolhapur	National Level		March 2015
44		Contribution of Jean Piaget in Constructivism	Laxmibai Bhaurao Patil Mahila Mahavidyalaya, Solapur	National Level		April 2015
45		Utility of Quality Circle Quality Research at M.Ed. Level : Utility of Quality Circle	Department of Education, Mahavir College, Kolhapur	National Level		February 2016
46		Economic System in Yadav Period	Bhauji Avhad Mahavidyalaya, Pathardi, Dist Ahmadnagar	State Level		February 2012
47		Harmonious Changes in Education & Nurturing Process	Apana Club Sanskar Pratishtan, Aurangabad	State Level		January 2010
48		Folksongs (Ovigite) in Marathwada : Reflection of various aspects of women's mind. Marathwadyatil Ovigite : Stri Manachya Vivid Pailunche Darshan.	Aayushi International Interdisciplinary Research Journal (AIIRJ) Reviewed International Journal Vol : III – Issue : II		ISSN : 2349-638x	February 2016
49		Role of Research Guide in Quality Research	Govt. College of Education, I.A.S.E., Aurangabad		ISBN : 2320-1460	Jan.- March 2013
50		Educational Work of Rajarshi Shahu Maharaj	Govt. College of Education, I.A.S.E., Aurangabad		ISBN : 2320-1460	July-Sept. 2013
51		Code of Professional Ethics for Teacher	Govt. College of Education, I.A.S.E.,		ISBN : 2320-	Jan.- March

			Aurangabad		1460	2014
52		Social Approach of Saint Tukaram Maharaj	Govt. College of Education, I.A.S.E., Aurangabad		ISBN : 2320-1460	July-Sept. 2014
53		Role of Psychologist in Post Disaster Management	Maharashtra Bhartiya Shikshan Mandal, Mumbai		ISSN : 2231-6493	Oct. 2011
54		Utility of NET in Enhancement of quality in Higher Education	Maharashtra Bhartiya Shikshan Mandal, Mumbai		ISSN : 2231-6493	Oct. 2011
55		Concept of "Swaraj" of Shivaji Maharaj	Apna Club Sanskar Pratishthan, Aurangabad	--		2011-2012
56		Art and Skill Development	Apna Club Sanskar Pratishthan, Aurangabad	--		2012-2013
57		Patriotism is My Vow	Apna Club Sanskar Pratishthan, Aurangabad	--		2012-2013
58			Apna Club Sanskar Pratishthan, Aurangabad	--		2012-2013
59		Azad Hind Sena	Apna Club Sanskar Pratishthan, Aurangabad	--		2013-2014
60		Justice Mahadev Govidnd Ranade	Apna Club Sanskar Pratishthan, Aurangabad	--		2013-2014
61		Special Needed Areas of Research in Eduation	Govt. College of Education, I.A.S.E., Aurangabad	--		Oct. 2014
62		Ramkrishna Paramhansa	Apna Club Sanskar Pratishthan, Aurangabad	--		2014-2015
63		Setupath (Bridge Lesson)	Sarthak Publication, Aurangabad	--		2010
64		Marathwadyatil Ovigite	Chinmaya Publication, Aurangabad		ISBN - 978-93-84593-53-7	2 Dec.2 014
65		Adarsha Shikshak : Ek Mimansa	Chinmaya Publication, Aurangabad			Jan. 2015
66		National Journal of Extensive Education and Interdisciplinary Research	Govt. College of Education, I.A.S.E., Aurangabad		ISBN : 2320-1460	Jan. 2013 to June 2016
Dr. Sali Ajay B.						
35	Dr. Sali Ajay B.	Arts, Science & Commerce College Ratata Dist. Ahmednagar (M.S.)	Environmental Awareness	National		16-18 Feb. 2010

36		SEZ: Problems and Policies	Jijamata College, Buldana	National		13-14 Mar. 2010
37		Norms for Internal assessment for B.Ed/M.Ed. Curriculum	Dr. R. N. Lahoti college of Education, Sultanpur, Dist. Buldana	State		21 Mar. 2010
38		The role of Rajmata Jijabai in upbringing of Chatrapati Shivaji Maharaj	Jijamata College, Buldana	State		17 Mar. 2010
39		Fundamentals of Buddhism	Ghulam Nabi Azad Arts, Commerce & Science college Barshitakli Dist. Akola (M.S.)	International		25-26 Sept. 2010
40		Education for sustainable development	Govt. college of Education, Akola (M.S.)	State		20-21 Oct. 2010
		Research Methodology	Department of Education, North Maharashtra University, Jalgaon (M.S.)	National		27-28 Feb 2011
		Current Trends in Education	Shri Shivaji College of Education, Amravati	International		12-13 Mar. 2011
		A Study of the effect of Synetics model on creative writing of students	The CTE National Journal Vol.VII No. I			Jan-June-2009
Dr. Deshpande J.K.						
1	Dr. Deshpande J.K.	Evaluation in different aspects of Teacher Education Programme	Gokhale Education Society's College of Education Sangamner	State		Feb. 2011
2		A Pangachya Uchcha Shikshantun Vyaktimatwa Vikas	Mahatma Basweshwar College, Latur	National		Aug. 2011
3		Adhyapakonka Ka Adhyan : Antim, Vartaman Aur Bhavishya	Learning Community for Global Education Reform All India Association for Educational Research	International		Nov. 2011
4		Shaleya Vidyarthyanच्या Samjik Swasthyasathi Shikshan	Insight Publications, Nasik	State		Dec. 2011
5			National Seminar on Use of ICT Teacher Education Programme College of Education, Barshi	National		Aug. 2012
6		Kaumaryavasthetil Vidyarthyat Honarya	Dr. B.A.M.U. , Aurangabad	International	ISBN-978-93-	May 2013

		badlamule nirman honarya samasya va Laingik shikshanat shikshakachi Bhumika Ek Abhyas			80039-06-0	
7		Apanga Balkachya Vikasamadhil Vividh Samasyanchya Shodh Va Shikshan prakriyeche Yogdan Ek Abhhyas	Dr. B.A.M.U., Aurangabad	International	ISBN-978-93-80039-08-4	May 2014
8		Na.Go. Kru. Gokhale Yanche Jeevankarya Ani Tyanchya Vicharanche Aajachya Kalatil Mahatva Va Upaukatata	R. N. Chandak Arts , J.D. Bytco Commerce & N.S. Chandak science college Nashik road ISO 9001 :2008	National	ISO9001	Sep. 2014
9			Faculty & Dept. of Edu. In Collaboration with Govt. College of Education, Ambajogai	National		March 2015
10		Kautumbik Dahashadwad Va Manavimulya	S.N. Arts, Commerce & BNS Science College, Sangamner	International		Mar. 2015
11		Beed Jilhyamadhil Balkamgar Vadhichya Karnancha Shodh Va Shikakanchya Bhumikancha Abhyas	Dept. of Education, Dr. B.A.M.U., Aurangabad	International	ISBN-978-93-80039-09-1	May 2015
Prof . Smt. S. P. Totade						
1	Prof . Smt. S. P. Totade	Research Methodology	D.E. Society College of Education Dhule	National		Dec. 2011
2		Views of Swami Vivekanand Educational Personality Development nation Building	Punarthan Vidyapith Ahamadabad	National		Dec. 2013
3		Theme Education and National Mission "Edu. In Brahmanic Period"	Bharatiya Shikshan mandal karmataka	National		Jan 2014
4		Current Issues on Education & Social Sciences "Co-operative Learning for academic and Social gains		International	ISBN 978-93-80039	May 2014
5		Modern approaches& Innovation In Psychology Education Learning Disabled		National		Feb. 2014
6		Conf. on Philolosophy	Athens Institute For	International		May

		“Theory of Cosmic Conscious in Hindu religion –	Education in and Research Greece	onal		2014
7		Skill for Development in Teacher Education	National		E.C.E. panel	Jan. 2015
8		Research Writing Workshop	National		Dept. of Education n Dr. BAMU. Aurangabad	Jan. 2010
9		Bhartiya chintanya ani Sanshodan Parampara ani Gunvatha		National		Oct. 2010
10		Training Programmer	YCMOU Nasik	State Level		2012
11		Research Mythology WS	G.C.E. Aurangabad	State level		Dec. 2012
12		Fundamental elements of Research WS	G.C.E. Aurangabad	State level		Oct. 2013
13		Development WS CM.G.M faculty Development Program Handling Slow and fat learners	MGM Institute of Management , Aurangabad	Regional		2014
14		A Compendium of Research Studies	GCE Aurangabad			July 2014
15		National Journal of Extensive Education Interdisciplinary Research		National	ISSN - 2320-1460	June 2011
16		Diagnosis of dyslexic children studying Marathi Medium Schools at Aurangabad		International Conf.	ISBN – 978-93-80039-09-1	May 2015
17		Role of Teacher in the development of professional Competencies Skill Development In T.E.		National Conf.	ISSN 2319-996	Jan. 2015
18		Value Development Observed By the Implementation of Rakshabandhan Programme at Institutional. Level National Journal of Extensive Edu. & Interdisciplinary Research		National	ISSN 2320-1460	Jan 2015
19		CNSSTEA Organized				

Dr. Subhedar B. P.						
1	Dr. Subhedar B. P.	Yogabhyas ani vidyarthyanchi shaleya vishayatil sampadanuk		National	(ISSN : 0976-0636)	05/03/2011 (2010-11)
2		Creative Teaching	Teacher Empowerment And Educational Excellence: Vision 2020 (Atharva Publications, Dhule)	National	(ISBN : 978-93-81171-84-4)	30/07/2012 (2011-12)
3		Vyaktimatvavikasathi Awashyak Tantre	(Govt. College of Education, IASE, Aurangabad)	State		(2012-2013)
4		Thyroid talanyasathi yoga		State		(2012-2013) April 2013
5		Powgandavasthetil vidyarthyanच्या smaranshakti, ekagrata ani abhyassawayee vikasat yoga shikshanachy parinamkarakta-ek abhyas	Souvenir International Conference – Dept.& Faculty Of Education, Dr.B.A.M.U., Aurangabad	International	(ISBN - 978-93-80039-06-0)	(2013-2014) 25 &26 May 2013
6		Shikshak Prashikshnarthyanच्या Abhiyogyatecha tulanatmak Abhyas	National Journal Of Extensive Education And Interdisciplinary Research, GCE, IASE, Aurangabad	National	(ISSN : 2320-1460)	July – Sep. 2013 (2013-2014) Vol. I Issue - III
7		E-learning for Disabled Users	Souvenir International Conference – Dept. & Faculty Of Education, Dr. B.A.M.U., Aurangabad	International	(ISBN - 978-93-80039-08-4)	10 & 11 May 2014 (2014-2015)
8		Rainwater Harvesting : An Effective Solution To The World Water Crises	State Level Conference College Of Education, Nanded	State	(ISBN 978-93-82813-28-6-)	26 April 2014 (2014-2015)
9		Aids	Adult Education Dept., Aurangabad	State		2014 (2014-2015)
10		Examination And Evaluation	A Compendium of Research Studies	State		(2014-2015)
11		Implementing Constructivism in Mathematics Teaching	National Journal Of Extensive Education And Interdisciplinary Research, GCE, IASE,	National	(ISSN : 2320-1460)	Jan-March -2015 Vol.

			Aurangabad			III Issue – I (2014-2015)
12		Powgandavasthetil Vidyarthyancho Vyaktimatvavikasat hi Yogashikshnacha Abhyas	National Journal Of Extensive Education And Interdisciplinary Research, GCE, IASE, Aurangabad	National	(ISSN : 2320-1460)	July – Sep. 2015 Vol. III Issue – III (2014-2015)
13		Yogashikshanatun Vyaktimatva Vikas	Book			(2014-2015)
14		Yoga ani Manasshastra				
15		Bharatiya Shikshan Mandal Parivarachya Bhunit Balmanachee Mashagat		National Level		April-May 2016
16		International Conference on Developing Thinking & Learning with ICT: Changing Education for Future Needs(A Study of Level of Understanding And Application of ICT In Education By the Teacher Trainees Currently Taking the B.Ed. Program)	Department of Education, Osmania University, Hyderabad	International		29 & 30 May 2016
17		Article Published Yoga and Psychology	Bharatiya Shikshan Mandal, Mumbai	National		Feb.2 016
18		Article Published Balak	Bharatiya Shikshan Mandal, Mumbai	National		April. 2016
Asst.Prof. Naigaonkar A.B.						
1	Asst. Prof. Naigaonkar A.B.	Writing an Excellent Review Aurangabad				26 June 2011
2		Research Workshop Osmanabad Paper Presentation				30 Nov .2012
3		Paper Presentation - Pune				2012-2013
4		National Seminar SRTMU, Nanded.		National		30 Mar. 2013
5		Article - BANER			ISSN-23204362	April June 2013

6		Seminar Nanded - Paper Writing				26 April 2014
7		Research Invention				16 Feb. 2014
8		Workshop - Nanded				25,26 Aug, 2015
The Following were the Faculty Members who had been working upto 2015						
Dr. Joshi P.D.						
1	Dr. Joshi P.D.	Shikshan Shastra Abhyaskaram Sanlchana karyashala		University Level		March 2010
2		Curriculum Implementation Workshop		University Level		Oct. 2010
3		Marathi Manasshastra parishad				
4		Workshop on Research Writing,		National		Jan 2010
5		Conference On Higher Education				Sep. 2010
6		National Workshop on Methodology of Educational Research On Criteria of Measuring Research Tools		National		Jan. 2011
7		Use of ICT for Teacher Education Programmer – Title of the Paper “Gangakhed Shahratil D.T.Ed. Adhyapakanchi Mahiti Sampreshan Tantradnyanishaier Drishtion. Ek Abhyas		National	ISSN 2230-7850	Aug. 2012
8		Use of ICT in TEP		National		Aug. 2012
9		H.E. Challenges & Security (Quality in Higher Education Challenges & Security)		National		Feb. 2012
10		Methodology of Educational Research		National		Jan. 2012
11		Secondary Tr. Education Association conference on THEME Innovation		Participation		Mar-April-2012

		In Evaluation				
12		Bharatiya Shikshan Article Published - Rajyasanthani Shikshansanthavar kelelya Parinamanachy Chikitsa Ek Ethihasic Abhyas		Participa tion		Jan.20 09
13		Paper Published in Shikshak Mitra Status of Primary Education and the Problem of Dropont			ISSN – 2230- 8989	Nov- Dec 2012
14		International Monthly Research Journal Madhyamik Shikshanachya Badlaty Abhyaskramavishai Marathwadyatil shikshakancha Drishtikon : EK Abhyas		Internati onal	ISSN 2277- 8381	June 2012
15		Shikshanatil Navparvtne, Dnyanvardnini Margdarsnika Vishesh Shikshan, Shikshan shastra (SET, NET, karita) (SET/NET Vasthunishtha) Hindi Bhasha aashayukta adhyapan Pradathi	Books			
1	Dr. Kauthalkar Pradeep Anandrao	Maharashtra Vivekvahini Satara Workshop		State Level		2011
2		Research Article Writing Workshop at ECE Panvel		State Level		2011
3		Shikshak Mitra ECE panvel Guidance for writing Research Articles Workshop		National		2011
4		One day state level workshop on Soft skill and personality Development	Shivaji College Parbhani	National		2013
5		One day state Level Symposium on Human Right Status and Challenges	B. Raghanath Arts, Commerce& Sci. College, Prabhani.	State Level		2013

6		National Parishad ST College Mumbai - Shodhanibandh sadar		National		2013
7		National Conference on challenge and opportunities in life Skill Development – two day		National		2013
8		Secondary Training College Mumbai Journal on Divergent Thinking IERP On Challenges and opportunities in life Skill Development			ISSN – 2319-9431	2013
9		International Educational E-Journal Paper Published on The Challenges of Globalization before Education		International	ISSN 2277-2456	Dec. 2013
10		The Challenges of the study of Teaching Aptitude Measurement in Education College				Vol. II Dec. 2013
12		International Conference on Empowering women H.E	Nibandha Vachan.	International		(ICE W - 2011)

3.2. RESEARCH AND PUBLICATION OUTPUT

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

Development of Instructional Material:

Instructional material developed in the institution can be classified in two main categories.

1. Material required for teaching-learning in the institution.
2. Material required for teaching in the schools.

Most of the faculty members have developed their own teaching material for teaching the curricular courses and subjects. Transparencies and power-point presentation are used for teaching of B.Ed. Classes.

They are also required to develop and use their own teaching aids in the form of pictures, charts, maps, puzzles and models which are used for the micro-lessons, bridge lessons and practice in schools while conducting practice lessons in their respective subjects. The use of such learning material ascertains and enhances the effectiveness of the learning process.

3.2.2 Give details of the facilities available with the institution for developing instructional materials.

Facilities for developing instructional materials:

A budget is allocated for use, up gradation and developing instructional material. Chart papers, stationary, transparencies, compact discs, laptops and internet facility are made available to the faculty to develop instructional material.

Resource persons from local areas are invited to orient teacher trainees and faculty to develop useful, interesting and attractive instructional material and teaching aids. Workshop on “Preparation of teaching aids is held yearly” the teacher trainees. Enthusiastically participate in these workshops.

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

ICT related material has been developed by the faculty and teacher trainees in the institution in the form of ppt.

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

- Organized by the institution:** Institution is yearly organized the workshop on Preparation of Teaching Aids for B.Ed. students.
- Attended by the staff:** All faculty members has qualified C-DAC, Intel Teach Program, Office Automation, MS-CIT etc. Computer/IT related courses
- Training provided to the staff:** Staff members are given Duty leave to attend the various training programs.

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

Number of journals in which papers have been published by the faculty in the last five years from 2009-2010 onwards. See Page No.

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

- The Ex. faculty member Dr. Joshi P.D. (In the year) was awarded by Dr. Anand Vaskar Utkrushta Shikshanshastra Granth Puraskar in 2012.
- The Ex. Faculty member Dr. Kauthalkar P.A. was awarded by Rashtriya Adarsh Shikshak Puraskar the year 2013.
- The faculty member Dr. Jadhav P.M. was awarded by Vidya Bhushan Puraskar Vidya in 2010-2011, Vidya Ratna Puraskar in 2010-11, Ideal Teacher Award in 2013, Kartabgar Mahila Puraskar in 2014.

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

Minor Research Project of Dr. Smt. Jadhav P.M. is in process.

Sr. No.	Title of the Project	Funding Agency	Funds Allocated	Duration	Completed/Ongoing
1	To Study the Effectiveness of Communication Skill Development Programme for M.Ed. Trainee	UGC	80,000/-	2015-2017	Ongoing

3.3 CONSULTANCY

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

Consultancy services for Interview Procedure to be followed for Recruitment.

The senior faculty of the institution is invited by the University of Nanded as Nominees and experts for selection committees. They thus share their expertise and knowledge with the other teacher training institutions regarding the appropriate interview procedure to be followed for recruitment.

Consultancy Services for Conducting Research

The institution has approved Research guides for Ph.D. (Prin. Dr. Rodge S.G., Dr. Nilekar, Dr. Joshi P.D., Dr. Kauthalkar P.A).

At present Prin. Dr. Dhoot U.M., Dr. Jadhav P.M., Dr. Sali A. B., Dr. Subhedar B.P. are approved Research Guides for Ph.D. They are consulted regularly for research

methodology, approval of proposals and research procedures by faculty from teacher training institutions and students desirous of engaging in research.

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

The institution has a very competent and well qualified faculty. The following faculty members provide consultancy in the areas given.

1. Recruitment and University work
2. Research and Extension

The Principal recommends the names of the above faculty members as resource persons as experts for workshops, seminar and orientation lecture series and conferences.

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

No consultation fees are charged by the institution for the consultancy provided.

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

Not Applicable.

3.4 EXTENSION ACTIVITIES

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

Institution has Extension department through which the SCERT programs and SRTMUN University programs are conducted under the guidance of SCERT. The institution conducts the orientation program for primary and secondary teachers under the university. Several faculty members have collaborated with Government and Non-Government organizations as follows:

1. Prin. Dr. Dhoot U.M.

- ❖ Senate member of SRTMU Nanded.
- ❖ Ex-BOS member of SRTMU Nanded University.
- ❖ Ex-Academic member of SRTMU Nanded
- ❖ Life Member of All India Association For Educational Research
- ❖ Ex-Member of M.Ed. Admission Committee
- ❖ Govt. Nominee of "JAGAR JANIVANCHA"
- ❖ Member of Govt. CET paper Setting
- ❖ Member of Placement Committee of Govt. of Maharashtra.
- ❖ Worked as a Joint-Director of Higher Education Nanded.
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed.
- ❖ Member of Selection Committee as Govt. Nominee,
- ❖ Subject Expert,
- ❖ Chairman of Affiliation Committee
- ❖ V.C. Nominee.

2. Dr. Nilekar

- ❖ Senate member of SRTMU Nanded.
- ❖ Ex-BOS member of SRTMU Nanded University.
- ❖ Ex-Academic member of SRTMU Nanded
- ❖ Worked as a Joint-Director of Higher Education Nanded and Kolhapur region.
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
- ❖ Member of Selection Committee as Govt. Nominee,
- ❖ Subject Expert,
- ❖ V.C. Nominee.
- ❖ Chairman/Member of Affiliation Committee

3. Dr. Joshi P.D.

- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
- ❖ Member of Selection Committee as Govt. Nominee

- ❖ Subject Expert
 - ❖ V.C. Nominee
 - ❖ Working as a BOS member
 - ❖ Chairman/Member of Affiliation Committee
4. **Dr. Kauthalkar P.A.**
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
 - ❖ Member of Selection Committee as a Govt. Nominee
 - ❖ Subject Expert
 - ❖ PAL-Committee member
 - ❖ Working as a BOS member
 - ❖ DIET – Salagar samiti
 - ❖ Chairman/Member of Affiliation Committee
5. **Dr. Jadhav P.M.**
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
 - ❖ Member of Vishakha Samiti
 - ❖ Life member of Marathwada Itihas Parishad
 - ❖ Life member of All India Association
 - ❖ Life member of Bhartiya Shikshan Mandal
 - ❖ Member of Grievance Cell
 - ❖ Chairman/Member of Affiliation Committee
 - ❖ Member of Govt. nominee in selection committee
 - ❖ Member of IQAC
6. **Dr. Sali A.B.**
- On Deputation: Working as a Joint Director, Kolhapur region, Kolhapur
7. **Dr. Deshpande J.K.**
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
 - ❖ Member of BOS
 - ❖ Member of Vishakha Samiti
 - ❖ Member of Grievance Cell
 - ❖ Member of Library committee
 - ❖ Chairman/Member of Affiliation Committee
 - ❖ Member of Govt. nominee in selection committee
 - ❖ Member of IQAC
8. **Prof. Totade S.P.**
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
 - ❖ Member of All India Association of Educational Research
 - ❖ Life member of Shikshan Samiksha
 - ❖ Life member of Bhartiya Shikshan Mandal
 - ❖ Life member of AITE(All India Association of Teacher Education)
 - ❖ Member of Sarva Shiksha Abhiyan Programme
 - ❖ Member of Vishakha Samiti
 - ❖ Member of Grievance Cell
 - ❖ Chairman/Member of Affiliation Committee
 - ❖ Member of Govt. nominee in selection committee
 - ❖ Member of IQAC
9. **Dr. Subhedar B.P.**
- ❖ Senior Supervisor of Govt. Central Admission Committee for B.Ed. course.
 - ❖ Member of Vishakha Samiti
 - ❖ Member of Grievance Cell
 - ❖ Chairman/Member of Affiliation Committee
 - ❖ Member of IQAC
6. **Smt. Naigaonkar A.B.**
- ❖ Life member of ‘Vipashna’ magazine
 - ❖ Senior Supervisor of Govt. Central for B.Ed. entrance Test.
 - ❖ Life member of SBI Pensioner’s association.

- ❖ Member of Selection Committee as Govt. Nominee,
- ❖ Member of IQAC
- ❖ Member of Magazine committee

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

Details of Local Community

The Institution benefits from the community as follows:

The institution is aware about the various problems in the community such as superstition, personality development, etc.

It realizes various problems faced by the community such as superstition, personality development, Environment Awareness Programmes are conducted in the Internship Programme. Blood Donation Camp, Participation in Ralley, Jagar Janivancha Abhiyan.

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

Future plans for teacher Trainees

The institution's future plans and major activities for providing community orientation to the teacher trainees are as follows:

The Project Title: Social Service

The major areas to be addressed are:

Environmental awareness

Value oriented co-curricular activities in school

Development of democratic citizenship

Planting and preserving trees

Computer Literacy program for senior citizens

Methodology

Survey

Need analysis

The social service program completed by the institution relating to the trainees and the faculty members will be supportive in providing guidance and orientation.

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

Community Development Project :

1. Educational Excursion
2. Blood Donation Camp
3. Working With Community Camp
4. Jagar Janivancha Abhiyan
5. Trainee visits to parents of the students to prepare the case study of students for holistic development of the students.
6. Plantation of trees was done in different schools in the program of Internship and in college campus also.
7. Institute arranges curricular activities like birth and death anniversaries of leaders, social leaders, educationist, scientists and some eminent persons.

3.4.5 How does the institution develop social and citizenship value and skills among its student?

Inculcation of social and citizenship values:

The institution utilizes the following as the tools for inculcation of social values and citizenship:

Tools for social values and Citizenship

Curriculum

Community Development

Effective teaching / Learning

Co-curricular / Extracurricular

Social activities

These values are closely related to the affective domain of an individual. Therefore, through these, the emotions are stirred which motivates the teacher trainees to act. They are also exposed to various experiences by the above activities. This enables them to reflect and think on how they could contribute to the social cause.

In case of democratic citizenship, representative of various committees are democratically elected, made to plan, implement and evaluate the program. Every teacher trainee is made aware of his / her rights and duties. He / she is advised to conduct himself /herself in a responsible way. All the teacher trainees are made aware of the fact that they are world citizens in this age of globalization and for this purpose they need to inculcate the following:

Ability to discharge duties and responsibilities

Values of equality and secularism

Wholesome attitude towards life and society

Good and noble character.

3.5 COLLABORATIONS

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

The institution has established the linkages with the national level organization like, UGC, NCTE, NCERT, YCMOU, SCERT, and UNIVERSITY, etc.

Benefits from above linkages are given as follows:

UGC: The college is recognized under 2f and 12B by UGC, UGC has sanctioned and released fund during IXth plan period

NCTE: Recognition for B.Ed. Course.

YCMOU: Institution established study center to run various distance education programs of YCMOU i.e. B.Ed. from 1993.

SCERT: 1. College organizes Extension activities as per SCERT guidelines.

2. SCERT provides fund every year to organize innovation competition for primary and secondary teachers in the district up to 2013-14..

UNIVERSITY: The college is affiliated to SRTMU Nanded for eligibility, Affiliation and evaluation purpose.

The informal linkages like Dhanvantari Dental Hospital, Parbhani for B.Ed. student's medical checkup.

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

Institution has established its linkage with Bahai Academy, Pachgany which is an international organization on human valuation in collaboration with YCMOU which provides training on value education / peace education for our faculty members and teacher trainee. No international linkages established by the institution yet.

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

Curriculum Development: The Principal of the college Dr. Dhoot U.M. has worked as BOS member, faculty Dr. Joshi P.D. has worked as a member of BOS of SRTMU, Nanded for framing syllabus of B.Ed. course,

Teaching: The learning and Audio-Visual Material developed by YCMOU and Bahai Academy is frequently used by the institution which benefited in teaching program. The institution also benefited with other schools and colleges for guest lectures, training programs.

Training: The various training program and orientation programs were organized by Academic staff college, BAMU, Aurangabad, YCMOU, Nasik, SCERT, Pune, SRTMU, Nanded, Bahai Academy, Pachgany benefited to our faculty member for their professional enhancement. The institution also has benefited with primary and

secondary educational institutions like DIET.

Practice Teaching: The modules regarding micro-teaching, CCM, models of teaching etc. developed by the YCMOUN Nasik are adopted by the institution for the training purpose. The institution is also collaborated with various schools for its practice teaching programs.

Research: The institution's faculty has linkages with P.G. Department of the SRTMU Nanded University for their research work.

Consultancy: Harmony consultancy is provided to local educational institute whenever required.

Extension: The institution organizes Jagar Janivancha Abhiyan, Tree Plantation in schools, Environment Awareness Programs.

Publication: The faculty published their research papers and articles in various International, National and State level. The institution publishes "Parivartan" annual magazine every year.

As such institution takes directly and indirectly part along with each other in all above aspects.

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

The schools are the pre requisite to impart and complete the teacher training program. So the institution has good linkages with the various secondary schools of local areas which are frequently used for the practice teaching program every year.

List of the Practice Teaching Schools are as follows:

1. Bharatiya Bal Vidya Mandir, Parbhani
2. Bal Vidya Mandir, Parbhani
3. Z.P. Multipurpose High School, Parbhani
4. Sarswati Vidyalaya, Parbhani
5. Sumantai Gavhane High School, Parbhani
6. Gandhi Vidyalaya, Parbhani
7. Sarang Swami Vidyalaya, Parbhani
8. Prabhavati Vidyalaya, Parbhani
9. Ashramshala, Parbhani

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

To promote practice teaching in the best manner, the faculty interacts with the school principal and teachers regarding the time slots, delivery and evaluation of the practice lessons. The head of the lesson planning department acts as a liaison between the school principal and teachers.

The units for practice teaching are given and class wise school timetables are procured for lesson planning. The trainees thus undertake practice teaching which is the major component of core curriculum in an effective manner.

During the internship program, the teacher trainees actively participate in all the school activities and also fill up the gaps of absent teachers and complete block teaching and course related practical with assistance from school teachers as well. Thus, the school personnel and faculty coordinate the practice teaching activity ensuring that quality in lesson planning and practice teaching is maintained.

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

There is a collaboration of the faculty with the schools, other colleges and University faculty.

Collaboration with the schools:

The institution was established in the year 1968. Since then, the institution has collaborated with the schools for the practice teaching lessons. The institution is fortunate to have an extension service department which was funded by government grants. The institution still provides extension services to assistant teachers from

primary, secondary and higher secondary levels. These personnel are oriented and guided with respect to new trends in education upto 2013-14.

The institution has established linkages with the faculty of other colleges and University Department of Education and Extension. The institution's multifaceted faculty members are invited as resource persons and experts by other colleges of education to share their expertise in teaching methodology, curriculum,

Accreditation, planning and research for conducting guest lectures. The institution was established before the establishment of University of Nanded. Thus, being the oldest college amongst all the colleges of education.

Besides this, the institution seeks guidance from the Department of Education and Extension, University of Nanded regarding research and new trends in education.

The faculty members are also invited for the curriculum development, paper setting, moderation and evaluation of papers. They are also invited as experts for selection committees, members and chairman of local inspection committees and selection committees thus contributing and collaborating with the SRTM University, Nanded.

3.6. BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

The institution has only B.Ed. Course. Hence there is no more scope for Research activity from the point of student but most of the faculties are Research Guides.

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

Most of the faculty are Research Guides and Ph.D. students. The institution is provided the following resources:

Library Services, internet connection to the Ph.D. student of the faculties who work as a Ph.D. Guide, guidance from experts.

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Research, Development and Extension.

Suggestion - 1

The faculty of the college needs to undertake research, development and extension activity.

Two faculties are appointed through MPSC (Dr. P.M. Jadhav and Dr. A.B. Sali, Associate Professors), three faculties are confirmed through Govt. of Maharashtra (dr. J.K. Deshpande, Associate professor, Smt. S.P. Totade, Assistant professor and Dr. B.P. Subhedar, Assistant professor), one faculty member is as an Adhoc basis by Govt. of Maharashtra (Smt. A.B. Naigaonkar, Assistant professor).

Contribution of faculties in the field of education as per NCTE profile / Achievements awards and recognition.

Achievements and Contributions in the field of Education, such as Awards/ Recognition, Eminent Alumni etc.

Significant Achievements, if any

1. This is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and has permanent affiliation.
2. This institution is recognized under 2f & 12b of University Grant Commission.
3. This institution is upgraded and converted into CTE (College of Teacher Education) in the year 2004, in second phase of up gradation. Five districts are covered in this CTE, namely Parbhani, Hingoli, Nanded, Osmanabad and Latur. This institute has organized

training programme for secondary teachers in the districts covered by this CTE. In the year 2007, This CTE has organized 17 training programmes and benefitted 680 teachers through programmes like action research workshop, NTS exam preparation workshop, Content Cum Methodology workshop, preparation of teaching aid workshop, innovative research and essay writing workshops etc. Total funding received is Rs. 14,25,000/- (Rs. Fourteen lacks, twenty five thousand only). Out of this Rs. 07,12,000/- (Rs. Seven lacks, twelve thousand only) were utilized for purchase of equipments, apparatus and instructional material, and remaining 07,12,000/- (Rs. Seven lacks, twelve thousand only) were spend on in-service training programmes.

4. The various academic blocks are developed through state fund.

The institution upgraded as CTE (College of Teacher Education) from 2004-2005 Contributions in the field of Education

Faculties of the institution contributed/ Contributes in the field of Education as follows:

1. Chairman and Member of B.O.S.
2. Member of Academic Council
3. Ph.D. Guides and External Referee
4. Paper Setter and Moderator of University Examination
5. Life member of various Educational Institution
6. Member of Sennet
7. V.C. nominee and Subject Expert of Selection Committee
8. One faculty member doing Research Project (Minor)
9. Publication and Presentation of Research Papers in various International, National, State and Regional Level
10. Working as a Writer, Author/Co-Author, Editor
11. Paper Setter of Govt. B.Ed. and M.Ed.
12. Members of various committees of Govt.
13. Senior Supervisor of Govt. Central Admission Process of B.Ed. and M.Ed.
14. Members of Selection Committee as a Govt. Nominees.
15. Resource Person for various programmes
16. Publication of Books
17. Advisory Committee Member & in Various Conferences
18. Working in various Govt. Committees
19. Additional Charge of Administrator. Joint Director.

Awards and Recognition Received

Awards received by the faculties are as follows :

1. **Principal Dr. U.M. Dhoot**
 1. Tarabai Modak Award by Gram Bal Shikshan Sanstha ,Koshad,Thane in 2008
2. **Dr. P.M. Jadhav - Associate Professor**
 1. Shikshan Gaurav Award by Shishak Seva Trust, Aurangabad in 2002
 2. Karmaveer Bhaurao Patil Lekhan Puraskar by Bharatiya Shikshan Mandal, Mumbai in 2008
 3. Vidya Bhushan Award by INSA in 2011
 4. Vidya Ratna Award by INSA in 2011
 5. Ideal Teach Award by Tilawane Maratha Samaj Trust,Aurangabad in 2013
 6. Kartabgar Mahila Puraskar by OBC Janjagaran Sangharsha Samittee,Aurangabad in 2014
3. **Dr. P.D.Joshi - Associate Professor**
 1. Dr. Anand Vaskar Utkrushtha Shikshanshastra Granth Puraskar by Y.C.M.O.U., Nasik in 2012
4. **Dr. Kauthalkar P.A. - Associate Professor**
 1. Rashtriya Adarsh Shikshak Puraskar

Recognition Received:

Following faculty members are recognized as follows:

1. **Principal Dr. U.M. Dhoot**
 1. Ph.D. Guide and Referee
 2. Life Member of All India Association of Educational Research
2. **Dr. P.M. Jadhav - Associate Professor**
 1. Ph.D. Guide and Referee
 2. Life Member of All India Association of Educational Research
 3. Life Member of Bhartiya Shikshan Mandal, Mumbai
 4. Life Member of Marathwada Itihas Parishad
 5. PG Teacher Recognition
 6. Recognition of Extra Mural Activity
3. **Smt. S. P. Totade - Assistant Professor.**
 1. Life Member of All India Association of Educational Research
4. **Dr. B.P. Subhedar - Assistant Professor**
 1. Ph.D. Guide
 2. Life Member of Bhartiya Shikshan Mandal, Mumbai
 3. Life Member of Yoga Mitra Mandal
 4. Life Member Vivekanand Kendra
 5. PG Teacher Recognition
5. **Smt. A.B. Naigaonkar - Assistant Professor**
 1. Life Member of Vipshyana Magazine
 2. Life Member of SBI Pensioners Association.

CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES

4.1 PHYSICAL FACILITIES -

4.1.1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

The institution has fulfilled the infrastructure requirements in accordance to the NCTE norms.

Sr. No.	The NCTE Prescriptions	Yes	No
1	Preamble	√	
2	Duration and Working Days	√	
3	Intake, Eligibility & Admission Procedure a) Staff Number b) Qualifications c) Teaching Staff d) Non-Teaching Staff e) Terms and conditions and Service	√	
4	Facilities a) Infrastructure b) Instructional c) Amenities	√	
5	Curriculum Transaction a) Practical work to be performed by each student b) Supervision of practice lesson and conducting workshop	√ √	

- 1) The institution is running in its own building.
 - 2) The institution has sufficient physical infrastructure. The facilities provided are as follows:
 - ❖ Special guidance rooms: Method lab, Educational and Technology Lab and cum Computer Lab.
 - ❖ Library room with rich collection of books with reading hall.
 - ❖ Sufficient space is available for cultural activities and games.
 - ❖ Staff room.
 - ❖ Playground for outdoor games like cricket, kabaddi, volleyball and indoor games like chess and carom.
 - ❖ Science Lab
 - ❖ Ladies room
 - ❖ Class rooms for curriculum transaction
- Though this infrastructure is limited but institute uses optimally, conducive for effective curriculum transaction.

Sr. No.	Item	Money Invested in the Last two years 2014-15 & 2015-16
1	Computers facility	1,32,345
2	Books	23,706
3	Physical facility and other	94,510

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

The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by our management i.e. Government of Maharashtra and Higher Education. Our proposals regarding infrastructure have to be sanctioned by the governing body.

Plan for Infrastructural Augmentation

- ❖ The institution will have to provide better facilities of ICT to compete in the global context of e-education. The institution plans to make use of the Intel @ teach for transacting the future programs.
- ❖ It has become essential for the institution to create special rooms such as educational Technology. As teaching learning of core elements and values gets more prominence and momentum, a special room will become essential. It will demand the budget and provision and allocation.

4.1.3 List the infrastructural facilities available for co-curricular activities and extracurricular activities including games and sports.

Co-curricular and extra-curricular activities:

For the co-curricular activities and extracurricular activities Institution has a multipurpose hall. It is used for different purposes like cultural, gathering, workshop, exhibition and other academic activities at respective time.

Harmonium, Tabla, C.D. player, Cassettes, Tape recorder, PAS/speakers are available to arrange cultural activities. Institution has various sports equipment for indoor & outdoor games like Carom boards, Chess, Shot put, Discus throw, Badminton etc. are organized at the time of annual gathering. The institution has a playground for annual sports, competition and outdoor games like kabadi, kho-kho, volley ball & cricket.

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

The institution shares its physical infrastructure with the following institutions:

- 1) Y.C.M.O. University: The institution is a study center for the B.Ed. program of the university.
- 2) Neighborhood Institutions: The lecture halls and guidance rooms are made available to Government organizations for conducting various government works.

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

The institution has provided the following facilities:

- ❖ Each faculty member has a separate cabin
- ❖ Separate wash rooms for student teachers (Boys and girls)
- ❖ Common play ground is available for all students and faculty members.
- ❖ Cleanliness is ensured in the premises of the institution.
- ❖ Pure Drinking water is made available in the campus.
- ❖ First-aid box is readily available in science lab.

4.1.6 Is there any hostel facility for students? If yes, give details on capacity–number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Hostel facility is not available in the institution but we suggest and recommend to hostels for boys and girls which are located in local vicinity.

4.2 MAINTENANCE OF INFRASTRUCTURE

The institution has an adequate infrastructure for quality teaching- learning. It is maintained and upgraded from time to retain and to enhance its quality to serve teacher trainees in the best manner.

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

- ❖ **Building**
- ❖ **Laboratory**
- ❖ **Furniture**
- ❖ **Equipment**
- ❖ **Computers**
- ❖ **Transport/Vehicle (TA is given for the staff for various official work)**

Building: The institution has own government Building. As per need the Government of

Maharashtra of Higher Education, sanction budget for maintenance. The budgetary provisions and utilization of maintenance for above heads in the last five years are as follows:

Academic Year	Allocation	Utilization
2011-12	4,67,045	4,67,045
2012-13	4,12,637	4,12,637
2013-14	2,58,205	2,58,205
2014-15	1,72,515	1,72,515
2015-16	96,764	96,764

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

The institution plans to ensure that its infrastructure is put to optimal use. There are over 119 members who make use of the institutional infrastructure. They are classified as follows:

- ❖ Teacher Educators 7 (fulltime) +1 (CHB)
- ❖ Teacher Trainees 100 (B.Ed.)
- ❖ Non-teaching staff 11 (4 clerical) + (6 Peons) + 1 Laboratory Assistant

B.Ed. course of YCMOU is conducted in the institution as a study center. Thus all the lecture rooms, method rooms and labs, books in library, ICT Laboratory, equipment are utilized to the fullest for curricular transaction of B.Ed. and B.Ed. YCMOU Nashik courses.

ICT cum Computer Lab: There are 10 computers, 3 Laptops, 1 LCD, 1 Digital Light Projector in the classroom, Principal office, Administration Office and Library with reading Room.

Uses of computers are highlighted as follows:

Use in the Administration Office:

- ❖ Administrative Use
- ❖ Official Use
- ❖ Document Scanning
- ❖ Maintenance of Records
- ❖ Academic Information Storage
- ❖ Result Sheets
- ❖ Training and Orientation
- ❖ Internet

The computers are used by the following:

- ❖ Administrative Staff
- ❖ Faculty Members
- ❖ Library Staff
- ❖ Research Scholars (Ph.D. Students of the Faculty)
- ❖ B.Ed. student trainees

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

- ❖ The institution makes sure that the surrounding area and the atmosphere are maintained suitably for all curricular and co-curricular activities and are conducive for teaching and learning. The college building is kept clean and pollution free.
- ❖ The institution has wide windows that allow sufficient sunlight into classrooms and guidance rooms. All the lecture halls and rooms are provided with proper ventilation and lighting arrangements and have fans.
- ❖ The infrastructure related environmental issues are not only to do with the physical resources but with the human resources as well. The conducive human environment is equally significant for proper interaction among the teachers and the taught for maintenance of quality in the institution.
- ❖ Co-ordination between various stakeholders like student, faculty and office staff is ensured through notices which are issued from time to time. These are regarding

changes in time-table, changes in seating arrangement and conduct of co-curricular activities, various workshops including faculty development program to avoid miscommunication and ensure smooth functioning. Thus, a healthy environment and a spirit of team work are ensured.

- ❖ Tree plantation is undertaken with the help of students enrolled.
- ❖ Every year on 15th August and 26th January the B.Ed. teacher trainees conduct 'Cleanliness Drive' in college premises.
- ❖ Several lectures on contemporary issues and environment are covered by eminent speakers.
- ❖ Issues related to conservation of environment and environment awareness is presented through the medium of social service programs by the teacher trainees.
- ❖ Orientation for maintaining proper hygiene: In the beginning of the academic session, the faculty members orient the students regarding personal hygiene and the importance of keeping the premises clean by making use of dustbins, avoiding litter and garbage through proper disposal of sanitary napkins, food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean healthy environment in the campus.

4.3 Library as a Learning Resource

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

The post of Librarian has been vacant for last eight years. Smt. Naigaonkar A. B., Assistant Professor is caring the charge of Library Mr. Pawar K. P. is working as CHB Librarian to support the library. The automation of Library is proposed. Three Computers are available in the library along with internet Wi-Fi facility and UGC inflibnet facility.

4.3.2. What are the library resources available to the staff and students? (Number of books, volumes and titles, journals, national and international magazines, audio-visual teaching learning resources, software, internet access etc.)

The library resources available to faculty members and student teachers are as follows:

Library Holdings	B.Ed.
Total collection of books in the library	24084
School texts	222
Reference books (Encyclopedia, Dictionaries, Year books etc.)	2384
Total Magazines / Journals subscribed	
Indian Journals	23
Foreign Journals	03
Peer Reviewed	02

Audio visual teaching learning resources are available in the E.T. cum Computer Laboratory. Internet access is also available in the library.

Our institution plans to subscribe to some online e-journals. 'N list' is a project undertaken in collaboration with inflibnet. Through this e-resource, it is possible to get information about some international e-journals, bibliographic databases, and e-books in the digital form.

Our institution is interested in availing this facility to outside students also. This is a very important reference tool in research area. In the library, books are arranged on shelves in a subject wise manner. Author catalogue and subject class number catalogue are kept in the reading hall for searching the information about books.

Open access facility to book shelves is provided for the faculty. Students are also permitted to open access for reference section and research section as per their requirements. Thus the library holdings of the institute are adequate and are utilized to the maximum at various course levels.

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

Mechanism of Review of Library Holdings

Taking into consideration the needs of the faculty and teacher trainees, availability of resources in the market and budget provision, the decisions are taken qualitatively about the acquisition of books and other learning resources. For this purpose,

- ❖ Students and the faculty members give their suggestions about required reading material which are taken into consideration.
- ❖ The Principal and the librarian take the advice and feedback of concerned faculty from time to time before purchasing the books.
- ❖ The teacher educators are requested to give their requirements about reading materials from the library.
- ❖ Teachers, Heads of Departments and Members of the Committee are given an opportunity to recommend books.
- ❖ After the purchase of books, the librarian informs teachers to take note of new arrivals and recommend them to the teacher trainees.
- ❖ Subject-wise and author wise card catalogue provide information about books to the faculty and teacher trainees.
- ❖ The library staff always guides and helps the readers to get the required reading materials.
- ❖ The library committee members supervise and guide library activities and practices. Smooth and effective functioning of the library is always given the first priority.

The Library Development Committee

Principal Dr. Mrs.Dhoot U.M.	President
Smt. Naigaonkar A.B.	Professor in-charge
Mr. Pawar K.P.	Librarian (CHB)
Dr. Jadhav P.M.	Member
Dr. Deshpande J.K.	Member
Smt. Totade S.P.	Member
Dr. Subhedar B.P.	Member

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

No, the computerization of library is proposed.

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

All these facilities are available in the library.

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

At present, facility such as Inflibnet is available.

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

The library is open approximately 225 days in a year and library remains open 7 hours in a day.

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

The faculty recommends the books for reference to teacher trainees during curricular transaction. The library staff also introduces the new arrival of books to the teacher trainees according to their subject of interest.

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

Book bank facility is not available, though institution gives four books to each student in the beginning of the academic year for whole academic year.

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

The special care is being taken for the issue of books, seating arrangement etc. But Institution doesn't have any special arrangement for the reading of visually impaired students.

4.4. ICT AS A LEARNING RESOURCE

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

The institution has a computer lab in LAN with 10 PCs where the teacher trainees conduct TBL Lesson, Project Work related to core papers, Seminar presentation. It is also utilized for research work.

The computer laboratory has internet connectivity. It helps the teacher trainees to enrich knowledge and keep pace with academic growth. The multimedia gives audio visual access whenever required. The institution has 1 DLP & 1 LCD fixed in the class room for displaying power point presentations and for showing educational documentaries to the teacher trainees during curriculum transaction and co-curricular activities.

Educational Technology cum Computer Lab: The laboratory is equipped with 10 computers, 03 Laptops in the institution. This is used routinely by B.Ed. teacher trainees. VCR, OHP, Video Camera, Color TV, Tape recorder, CD player, white screen and public address system are used for effective teaching learning activities.

Internet Connectivity and Access: The teacher trainees are given the opportunity to access the internet for Technology Based Lesson, Seminar presentation, preparation of lesson notes & project work related to core papers.

Hardware : All machines have installed advanced hardware.

Sr. No.	Hardware	Numbers available
1	Sound system	1
2	DLP	1
3	LCD	1
4	Scanner	1
5	Printers	3
6	Tape Recorders	1
7	DVD/CD player	1
8	Television Set	2
9	Handycam Camera	2
10	Laptop	3

Software: Recorded educational CD and transparencies are available in the institution.

Teaching Aids: Teaching aids are either purchased or prepared by teacher trainees. Pictures, charts, portraits, models, outline maps, maps of different countries (political/physical) are of prime importance in the teaching- learning process.

The hardware, software and teaching aids are utilized by the faculty and teacher trainees for micro lessons, integrated lessons and technology based lessons. These aids are used for model lessons and for different workshops. Teaching aids are used by the teacher trainees of the B.Ed. for practice teaching and block teaching.

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

Computer Curriculum

The B.Ed. curricula include ICT based courses. The theory and computer skills to be imparted to teacher trainees are given below:

B.Ed. Teacher Trainees:

1. **Theory component:** Meaning, Scope and Importance of ICT, Word Processors, Power point, Internet etc. upto 2014-15. From 2015-16 practical course included the components i.e. Use of ICT in Education and core paper Educational Technology & ICT
2. **Computer skills to be imparted:** Using the computer and accessing the internet.

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

The faculty use LCD, OHP for instruction during their class room teaching and workshops.

4.4.4 What are major areas and initiative for which teacher trainee use/ adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, preparation of teaching aids)

Use of ICT for teacher trainees:

Teacher trainees use the educational technology to prepare CD for seminar presentation also they download images from Internet used as teaching aid during the practice teaching lesson. LCD projector is also used for classroom transaction. Various workshop related to practice teaching is organized every year like micro teaching, lesson planning, teaching aid, evaluation workshop, simulation workshop etc.

4.5 OTHER ACTIVITIES

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

The instructional infrastructure is used for class room transaction as well as it is also made available for extension activities of the college to organize training program for secondary teachers. The VLC of institute is used to provide online training to the various beneficiaries when the concern authority intimates us i.e. it serves as information technology resource in education.

4.5.2 What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the programme) available with institution? How is the student teacher encouraged to optimally using them for learning including practice teaching?

The institute provides materials like transparencies for OHP & LCD for Power Point Presentation.

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

Laboratories:

Following Method rooms are available in the institution:

Method Labs:

Method is a room in which teaching aids, apparatus and essential material needed for conducting lessons of school subjects are kept. It is made available to the faculty members and students. Teaching aids prepared by the students are also kept in all the method room. Our college has method rooms which are useful for all teaching subjects.

Educational Technology cum Computer Lab: OHP, VCR, Handycam, color TV, tape recorder, white screen, public address system, are available in this lab for educational purpose. Teacher trainees conduct TBL practical and other work in the lab. There are 10 computers with networking having all essential software and appropriate peripherals.

Maintenance of the equipment and other facilities

The responsibility of building maintenance is undertaken by Public Work Division (PWD), Parbhani if necessary. The maintenance of computer equipment is done by a local agency. For this purpose, proper budget allocations are made and are utilized. Technicians are consulted in case the equipment malfunction. They are promptly repaired. Proper safety measures are installed for electrification of all electronic equipment and fire extinguisher a facilities is available in library and science lab.

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

The institute has facilities like Multipurpose Hall which is used for cultural activities like annual social gathering, debate, elocution, morning assembly and extension activities and for workshop.

- ❖ **Music facility** - Harmonium, Tablas, Dholak, Khanjiri, Recorder, Speakers, Public Address System etc.
- ❖ **Sports facility** - Shot-put, discus throw, carom boards, chess, volleyball, badminton, skipping ropes, throwing ring etc. useful for outdoor and indoor games.

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

The LCD are used in the classrooms for curricular transaction frequently. There is Wi-Fi internet connectivity in the campus. These have been permanently installed in the classrooms. It is supported/ well aligned with audio visual peripheral equipment needed like the speakers, cordless mike with proper and safe electrical connections. In the future, the plan is to modernize the classrooms with permanently installed computers and Wi-Fi internet connectivity.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

The student teachers admitted to B.Ed. course is from different disciplines i.e. Arts, Science, Commerce and any other faculty. Keeping in mind the diversity of students' academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for educational improvements.

In institution has Marathi as the medium of instruction. Most of the information available on internet is in English which becomes quite difficult for Marathi medium students to understand. The teacher educators put in a lot of efforts giving instructions simultaneously in both the languages. For this purpose, the faculty uses technology for teaching. Proper training in ICT is also provided to the teacher trainees.

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

List of innovative Practices related to ICT.

- ❖ The teacher educators could procure proper references for their teaching and enhance their content knowledge enrichment. As a result of this, they could provide better and latest instructional inputs to teacher trainees.
- ❖ As a result of better teaching, quality of learning by the teacher trainees has improved.
- ❖ Internet facility has promoted research quality. It has helped to improve the quality of education.
- ❖ Reference study material facilities are available in library.
- ❖ The institution prepares and update the students profile which includes personal information education and professional qualification which helps in providing placement as per the demand of local schools related to vacancies of particulars qualification and categories.

Contribution of faculty for quality enhancement:

Workshop for reviewing the revised B.Ed. curriculum and internal assessment, were conducted at S. R. T. M. University Nanded, our faculty member Dr. P. D. Joshi (BOS Member) and other faculty members have actively participated and prominent contributed in framing curriculum.

4.6.3 What innovations/ best practices in infrastructure and learning resources are in vogue or adopted / adapted by the institution?

- ❖ Presentation with LCD & OHP is adopted by the institution.
- ❖ The available infrastructure and learning resources are extended to public in general in terms of free access in working hours.

Infrastructure and Learning Resources

Inadequate Infrastructure

Toilet facility with wash basin and mirror

The institution provided sufficient toilet facility with wash basin and mirror separate toilet facility for male and female student and separate toilet facility for staff and principal is available.

Library stock verification

The institution has library with a separate room and Reading Room. It is well equipped with many good reference books, periodicals, research journals, encyclopedias, dictionaries and infibnet facility and photocopy machine. The institution maintained accession register. Stock verification of library is done.

Formation of library committee

The institution established library committee. The meetings are conducted for the issues related to library development.

Work Experience Room

The institute has developed work experience / Art and craft room and necessary equipments, stationary is made available to students. Essential material for art and craft is purchased at the time of workshop and utilized.

Health and physical education department

The institute has developed separate Health and Physical Education Department. The equipments related to games and sport is available in sport activities are arranged as per the time-table. Qualified physical instructor is invited as a guest lecturer according to the schedule of the institution.

4.6.4 Additional information to be provided by instauration optaing for reassessment**Educational Technology cum Computer Laboratory:**

The institution has a Educational Technology (ET) laboratory. It consists of radio, Television, Tape recorder, overhead projector, LCD, computers with internet connection and laptops. It helps the teacher trainees to develop their skills regarding the use of electronic gadgets, so that they can easily handle these equipment's during their practice teaching sessions.

Lab is available for the T.B.L. practical's and other practical work related to syllabus. It consists of 10 computers along with an internet connection. Through this well-equipped net connected laboratory, the teacher trainees get connected with the world and complete their practical as well as they can. They search for the related articles, reviews, researches, proceeding, encyclopedias, reports and related audios and videos. Thus, the institution provides a suitable environment to interact with the world and helps to update their knowledge of the teacher trainees.

Methods Laboratory rooms:

The institute has some teaching aids for methods. The teacher trainees learn to utilize facilities efficiently according to their needs.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 How does the institution assess the teacher trainees preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (Teacher trainees pre-requisite knowledge and skill to advance) to completion?

Preparedness of teacher trainees:

The B.Ed. teacher trainees are admitted through the centrally administered admission procedure that consists of the Common Entrance Test (CET) department of Higher and technical Education of Maharashtra State sends the list of admitted teacher trainees to the institution. Thus, there is no way to assess the preparedness of teacher trainees before the commencement of the B.Ed. program.

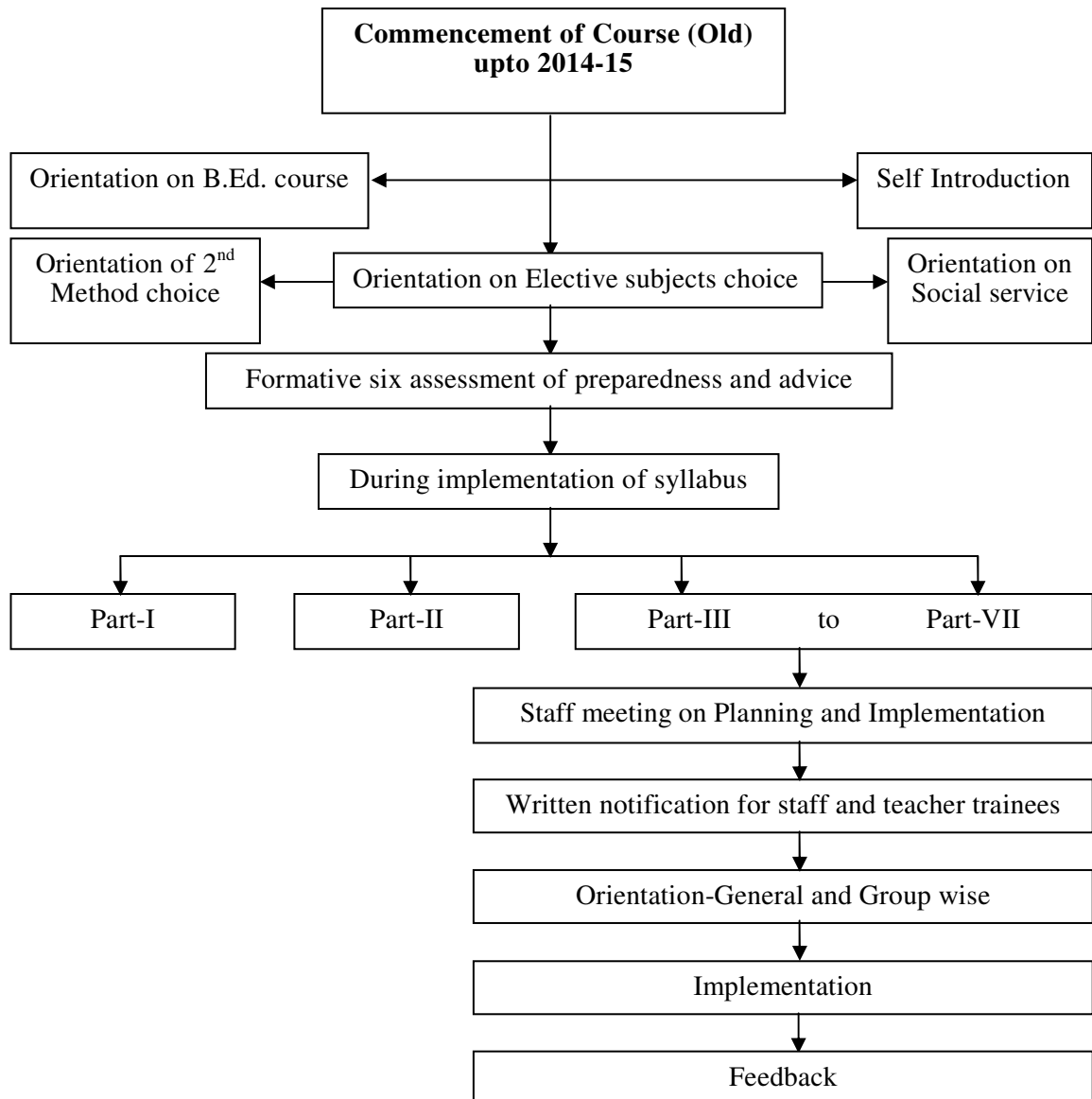
However, before the commencement of the program, the institute must be aware of the teacher trainees' preparedness. Teacher trainees come from various colleges after their graduation or post graduation and it is essential to get them on the same platform for training. Hence, the institution follows the following practice to ensure their preparedness.

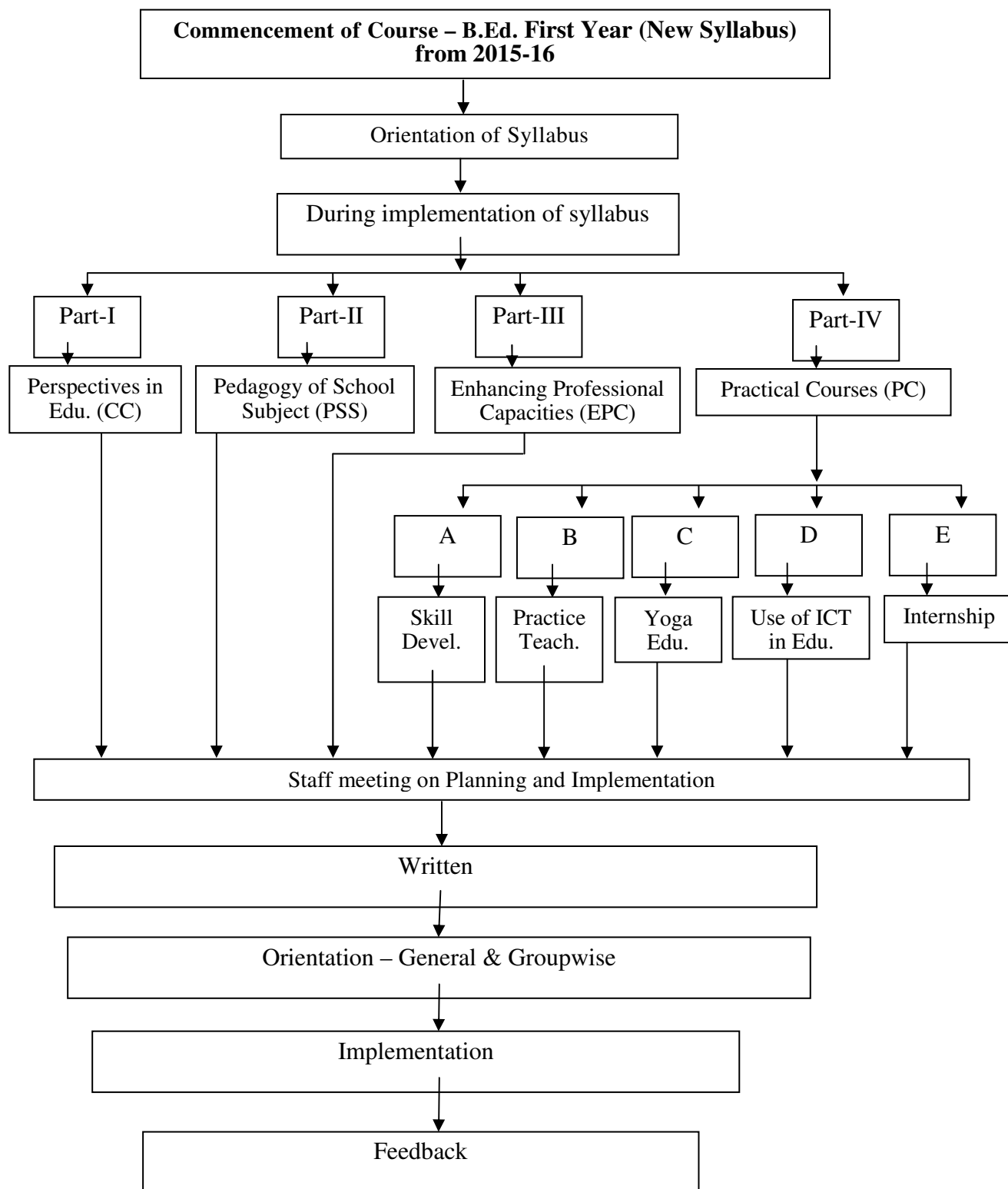
Orientation Program – The B.Ed. course of the institution begins with an orientation program where the teacher trainees are given information of the course. It includes orientation regarding teaching learning of course units, completion of course related practical work, internal assessment through tutorials, content enrichment program and examinations. It also includes orientation about development of teaching competency through micro teaching and practice teaching lessons for the development of teaching competency. Orientation regarding the co-curricular and extracurricular activities to be conducted for the development of attitudes and values is also given.

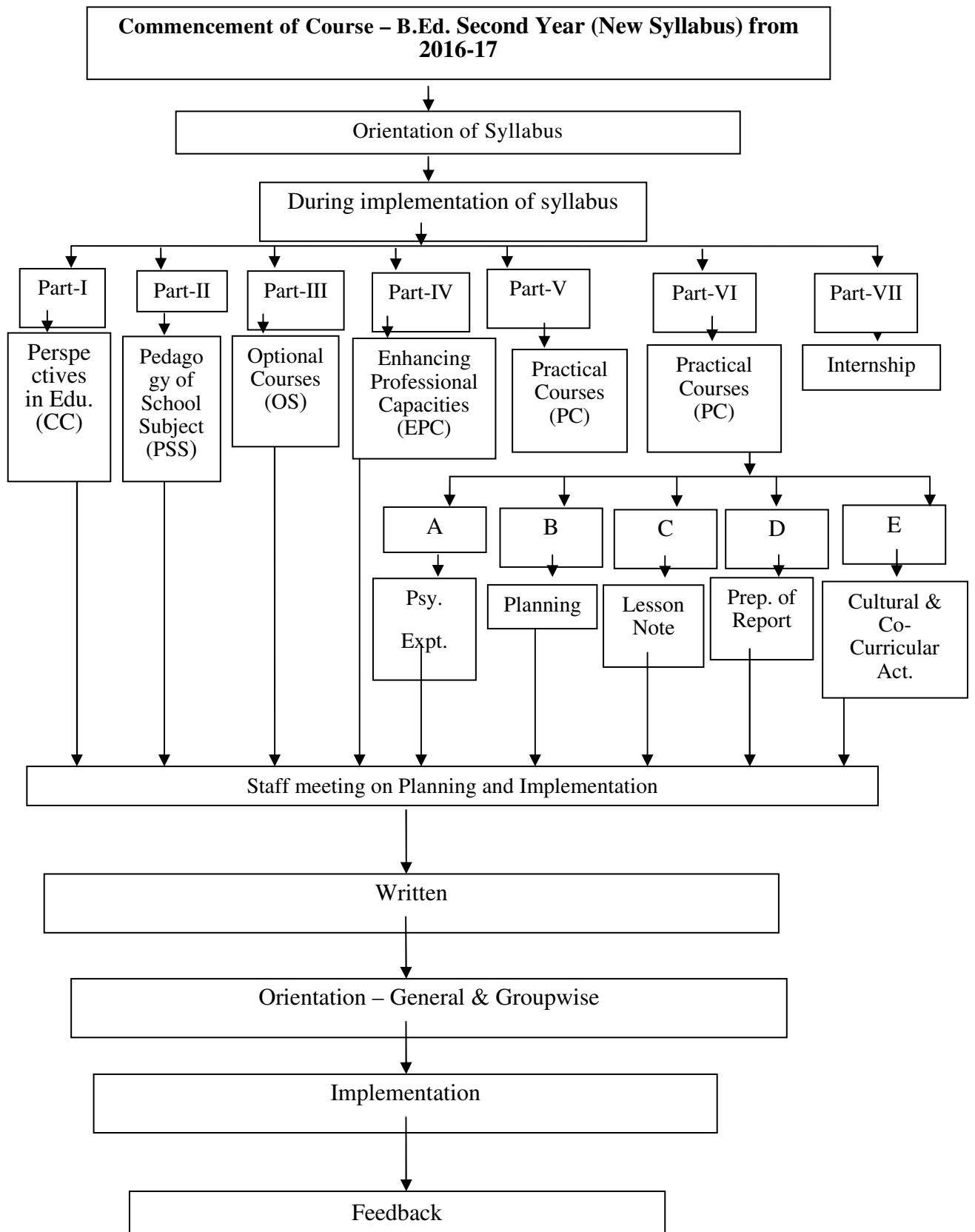
The institution also makes the teacher trainees aware of the differences of the teacher course from that of general degree courses that they have undertaken prior to the teacher training course.

Along with the orientation program, the institution organizes the self-introduction program where each student introduces himself/ herself. The teacher trainees are asked to tell about their achievements, hobbies, specialties and previous education and qualifications. These programs enable the teacher educators to assess the communication skills, confidence, experience, talents and interests. This information is used for micro teaching and organization of various co-curricular activities.

The following procedure ensures the assessment of preparedness and the trainees are counseled accordingly.







Teacher trainees are given orientation by the faculty before commencing any curricular aspects. For computer practical, the teacher who are computer literates, are guide to teacher trainee who are not computer savvy.

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

- ❖ The campus is clean, environment friendly and spacious. This creates a conducive and peaceful environment for proper curricular transaction. The institution is situated in green and pollution free surroundings. There is adequate space for playground and spacious space for vehicles parking.
- ❖ Benches and furniture in the classroom are comfortable and sufficient.
- ❖ DLP and LCD projectors are installed in classrooms which make teaching learning interesting.
- ❖ Lectures on current educational topics are organized. Experts and resource persons are invited to speak on current trends.
- ❖ Motivations are given by faculty to meritorious teacher trainees for motivating them to achieve higher goals.
- ❖ The department of discipline emphasizes on punctuality and proper dress code. All activities are properly planned and implemented.
- ❖ The faculty also follows the academic year plan and time table for curricular and co-curricular activities.
- ❖ The faculty gives extra attention and guidance to under achievers. They are motivated for better performance through continuous encouragement.

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

In the State of Maharashtra, B.Ed. admission procedure is centralized. Hence, teacher trainees are sent directly from Department of Higher and Technical Education of Govt. of Maharashtra for admission. Once they are admitted, very few teacher trainees leave the institution between the academic years.

Drop out cases:

The dropout rates in the last five years were as follows:

Academic Year	Programs	Case of Drop Outs		Total
		Males	Females	
2011-12	B.Ed.	01	00	01
2012-13	B.Ed.	03	02	05
2013-14	B.Ed.	04	00	04
2014-15	B.Ed.	07	01	08
2015-16	B.Ed.	02	02	04

Possible reasons for dropouts could be as follows:

- ❖ Marriage: The female trainees drop out after they get married and/ or the family members refuse to let them continue further education.
- ❖ Health problems: Poor health of some teacher trainees' interferes with various activities that need to be completed during the training period.
- ❖ Unsuitable deputation: The central admission procedure for B.Ed. teacher trainees assigns training centers that are far away and unsuitable. The male teacher trainees somehow manage to attend classes. However, the female teacher trainees give up program due to improper and insecure boarding facilities or due to financial crisis. Parents are generally unwilling to let their daughters stay alone. However, the requirements cannot be fulfilled at times due to limited seats.
- ❖ Unforeseen circumstances such as accident, prolonged sickness, low confidence and

family problems are also some other reasons for dropouts.

- ❖ Admission to a nearer college: If a teacher trainee gets admission in a college near to his/ her native place or even in non grant college, the student drops out of the course.
- ❖ Employment: If teacher trainees get suitable employment opportunities they drop out of the course before the completion of the academic year.
The institution tries to investigate into the causes for quitting the program and tries sincerely to control the drop out.

Mechanism for controlling drop outs-

The institution tries to avoid drop outs as far as possible by adopting the following strategies-

- ❖ Investigating problems of teacher trainees and by providing counseling service
- ❖ Consultation and cooperation with parents
- ❖ The faculty guides teacher trainees from the micro teaching stage to create a positive attitude towards the submission and completion of all curricular activities.
- ❖ Conducting orientation program to prepare for the curricular activities.
- ❖ In case of family problems, the parents, guardians and relatives are called and counseled so that teacher trainees complete the course successfully.

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

Additional Services provided to the students are as follows:

1. Use of Multimedia
2. Free Internet Access
3. Alumni Meet
4. Lectures on interview skills
5. Felicitation of meritorious

To compete for the jobs:

- ❖ Faculty Provides guidance orally about giving interviews and skills that need to be mastered to give interviews.

For NET/SET, Central/State services Preparation:

- ❖ In the institution PG Course (M.Ed.) is not available, the faculty gives guidance to teacher trainees as per their need. In 2014-15, 5 teacher trainee have got Govt. Job, 48 teacher trainee have got private job, 19 teacher trainee have qualified TET examination.

5.1.5 What percentage of teacher trainees on an average go for further studies / choose teaching as a career? Give the details of the last three years.

Some of teacher trainees give preference for teaching profession. Some of them continue further studies whereas few of them opt for jobs in professions other than teaching.

Details of the teacher trainees who went for further studies:

Year	Number of teacher trainees	Percentage
2012-13	20	20%
2013-14	25	25%
2014-15	25	25%

Details of the teacher trainees who choose teaching as a career:

Year	Number of teacher trainees	Percentage
2012-13	25	25%
2013-14	20	20%
2014-15	22	22%

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

The teacher trainees who study in the institution can avail the library and electronic facilities on demand of the student after graduating from this institution.

A few teacher trainees who are doing research work come to refer research report and old batch M.Ed. thesis. There is provision for teacher trainee to access the internet facility.

5.1.7 Does the institution provide placement services? If yes, give details on the service provided for the last two years and number of teacher trainees who have been benefitted.

The institution does not provided placement cell but faculty gives information if any available regarding recruitment to the teacher trainee.

5.1.8 What are the difficulties (if any) faced by Placement Cell? How does the institution overcome those difficulties?

Nil

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

Nil

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

Nil

5.2 STUDENT SUPPORT

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

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular activities are also mentioned. The following procedure is followed to prepare the plan.

- ❖ Feedback from faculty is noted at the end of the academic year meeting.
- ❖ Tentative first term plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting
- ❖ Department wise tentative dates is given to the year's plan department
- ❖ Compilation of year's plan is done through discussion with faculty
- ❖ Finalization of term plan by IQAC of college level.
- ❖ Finalization of department wise plan
- ❖ Implementation
- ❖ Revision and change if required.

The prepared plan is displayed on the notice board for teacher trainees and copies are circulated to faculty members. The preparation of academic calendar is as follows:

ACADEMIC CALENDAR

Curricular	Co-curricular	Extra Curricular
Regular time table of lectures	Student council	Annual Gathering
Lessons		Day Celebration
Practical	Orientation	Sports
		Social service
Health Program	Magazine	Inter-Collegiate Competitions
Workshops	Handbook Wallpapers	Cultural program

Curricular Program

The time-table department is entrusted with the implementation of

curricular activities. This is done by following the regular time-table.

For lectures of each course paper: A paper has 8 unit taught by single faculty and first and Second core paper are taught by two faculty members. A school subject (Method) is taught by method master.

The professor in charge of the paper distributes the units to be taught. For every curricular head, the in charge professor in collaboration with the faculty discuss a plan of evaluation and orients the teacher trainees.

Before beginning any curricular activity, the respective department conducts an orientation lecture for teacher trainees on the activities to be done, the duration and the evaluation scheme.

For the activities which are conducted in group, the group in charge gives feedback to the department head. Changes can be made if required regarding the period of conducting the activity.

Co-curricular Program

- 1] The planning and implementation of co-curricular activities is done by the professor in-charge given in the academic calendar.
- 2] In-charge Professor of students council distributes teacher trainee in 3 or 4 groups (Kulas) randomly. For each group two faculty members are given for guidance. With the help of members in the kula's in-charge faculty work out the plan of co-curricular activity and with discussing Principal finalize it and conduct the co-curricular activities given in the academic calendar throughout the year.

Extra-Curricular Activities

Extra-curricular activities prove to be helpful for teacher trainees to be competent and committed teachers in their profession as teachers. Several activities and programs outlined below have proven to be useful in developing the personality of teacher trainees.

The institution provides indoor, outdoor sports equipment to teacher trainees for games like badminton, carom, chess, volleyball, etc. Teacher trainees are motivated to participate in inter collegiate and youth festival of University Competitions for debates, elocutions, and essay writing.

All the curricular, co-curricular and extracurricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.

5.2.2 How is the curricular planning done differently for physically challenged teacher trainees?

The institution follows the policy of inclusion. Physically challenged teacher trainees are admitted in the institution. No concessions are given to complete their academic work. Completion of practical and practice teaching lessons have to be fulfilled like that of the general teacher trainees.

Extra time is given during examinations as per the University rules and regulations. Challenged teacher trainees are encouraged and motivated to participate in co-curricular activities. During practice lessons, they are permitted to take help of other teacher trainees for putting up teaching aids and for taking assistance for writing on the blackboard.

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

Yes, our college has mentoring arrangements. Hundred teacher trainees (one year academic course) upto 2014-15 and 50 teacher trainees (two year degree course) from 2015-16 are divided into three or four groups. The incharge of group motivates the students to participate in co-curricular and extra curricular activities. The record is checked by the incharge at end of each program.

The professor incharge acts as mentor for the academic year and discusses with the teacher trainees about their academic performance, personal, educational problems.

If the student is not up to the level; in a particular theory, skill, lesson tutorial, has low attendance it is immediately informed to academic incharge professor.

For taking leave or concession the teacher trainee is expected to inform the

incharge professor through written application.

Thus, the mentoring becomes a formal and informal processes.

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

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

Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meeting are also conducted to discuss the changes in the new syllabus or for orienting about a new topic/ concept introduced by the university.

Workshops are organized on new trend, new syllabus not only for the faculty of the institution but also for the faculty affiliated to colleges of education at the University of Nanded. The faculty members also attend workshops, seminars and conferences for their professional development. These experiences are shared with other faculty members also.

Sometimes use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring.

Feedback from teacher trainees is taken at the end of the academic year. Peer evaluation and evaluation of teachers by Principal are useful as it assists in getting inputs about the quality of faculty's teaching and provides an insight to one's own strengths and weaknesses.

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

Yes, the institution has a website. <http://www.gctepbn.org.in> The following information has been posted on the website:

1. About us
2. Mission / vision
3. Principal's desk
4. Staff profile
5. Courses
6. Admission
7. Library
8. Facility
9. Results
10. Photo gallery
11. Downloads
12. IQAC
13. QCI / NCTE, E-monitoring of website.

And other related information as per institutional program the website is regularly updated.

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

The institution has a remedial program for academically low achievers.

Low achievement in teaching skills.

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

A report from the observer after observation lessons is given to the method in charge professor regarding the unsatisfactory performance of a teacher trainee. Thereafter, the method in charge guides the weak teacher trainee and interacts with the observer teacher educator for the further progress of the teacher trainee.

Low achievement in theory course

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

5.2.7 What specific teaching strategies are adopted for teaching – (a) Advanced learners (b) Slow learners?

Specific teaching strategies have been adopted in the institution.

Advanced Learners

- ❖ Theory lectures are conducted through interactive sessions.
- ❖ Co-operative learning plays a significant role in co-curricular activities.
- ❖ Instructional input program strategy is adopted for advanced learners.

Slow Learners

- ❖ Orientation, guidance and counseling is given to teacher trainees whose overall performance is below the expected level.
- ❖ Opportunity is given to teacher trainees to improve their performance in the form of more practice in written assignments.

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

The institution provides guidance and counseling services to teacher trainees. In guidance services, educational and career development and vocational opportunities are the two major areas available to the teacher trainees.

- ❖ Teacher trainees are guided to be self independent.
- ❖ Information is given to the teacher trainees regarding the need and benefits of further education.
- ❖ Faculty discusses with the teacher trainees about various competitive examinations conducted by the state government for filling in various teaching and administrative posts in the State education departments.
- ❖ Guidance is given about job opportunities, application procedures, and interview preparation to the teacher trainees in the class room. The counseling is useful to those teacher trainees who need inputs for psychological adjustments and improvements in self image.
- ❖ Personal interviews help the faculty to find out the causes of maladjustment in some teacher trainees. The faculty is able to provide the right kind of counseling and feedback to these teacher trainees.
- ❖ Teacher trainees are constantly motivated to focus in their studies.

5.2.9 What is the Grievance Redressal Mechanism adopted by the institution for teacher trainees? What are the major grievances redressed in the last two years?

There is student council formed in the college and the grievances raised out by the students are presented by the grievance redressal cell which is formed for teachers and students. (Grievance committee/ Redressal cell for staff & students) if the problem arises, grievance committees sort out their problem promptly and judicially.

There is no major grievance raised by students before redressal cell in last five years.

Anti-ragging committee is established at college level. As per the rules of Govt. of Maharashtra Women grievance cell is established in the college.

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

Monitoring Teacher Trainees' Progress

As per the University of SRTMU Nanded requirements, the institution is required to conduct internal assessments during the program period.

- ❖ Formative evaluation for theory learning is done through tutorials, content test, and preliminary examinations.
- ❖ Teaching competency is a vital aspect of the teacher training program. To achieve this, micro lessons, integrated lessons, school lessons are conducted during the

internship and block teaching sessions where the progress of the teacher trainees is minutely and carefully monitored.

- ❖ Unsatisfactory progress and achievement of teacher trainees is seriously looked into by the faculty. Orientation, feedback and guidance is given to low achievers, to achieve the required level of competency.

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

Pre-practice teaching

- ❖ For each micro lesson, intensive orientation is provided about the micro skills, their component, sub skills, the need and significance of each skill.
- ❖ Workshop on preparation of teaching aids and use of audio visual aids and proper guidance for developing lesson plan is given to the teacher trainees.
- ❖ Lesson plan are carefully corrected and suitable modifications are suggested.
- ❖ Micro lessons are observed using rating scale and other tool. Feedback is provided by the faculty and peers.
- ❖ After the teach lessons, re-teach sessions are conducted. Only after the re-teach lessons indicate desirable improvement, the next skill is introduced.
- ❖ There after two bridge lessons that integrate the sub skills of microteaching are conducted and evaluated. These serve as a link between micro lessons and classroom practice lessons.

Practice teaching

The teacher trainees are provided with follow up support during the practice teaching program which includes guidance and feedback from the guide and observers.

- ❖ Quality of lesson plans.
- ❖ Planning of different steps in the lesson.
- ❖ Proper use of micro- skills.
- ❖ Teaching-learning of core elements and values.
- ❖ Teacher preparation, confidence and delivery of content Knowledge.
- ❖ Teacher effectiveness.
- ❖ Unanimity in planning and actual performance.

5.3 STUDENT ACTIVITIES:

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

- i) List the current office bearers
- ii) Give the year of last election
- iii) List Alumni Association activities of last two years.
- iv) Give details of the top ten alumni occupying prominent position.
- v) Give details on the contribution of Alumni to the growth and development of the institution.

List of the current office bearers.

Designation	Name
President	Shri Dhage S.B.
Vice-President	Smt. Deshpande T.D.
Secretary	Shri Kamble K.V.
Joint Secretary	Shri Popade Santosh
Member	Shri Anantwar M.V,
Member	Smt. Yagnik Manjusha
Member	Smt. Malegaonkar C.H.
Member	Shri Joshi Nagesh
Member	Shri Mule S.B.
Member	Smt. Gadekar Sonal
Member	Smt. Dharmadhikar Rupali

Member	Shri Sonwane P.M.
Treasurer	Prof. Naigaonkar A.B.

Year of Last Election

The last election of alumni was held in the year 2015-16. As per the constitution of the alumni, the institution appointed the above mentioned office bearers by common consent and nomination. The president of the alumni association has the authority to appoint other office bearers.

The objectives of the association are as follows-

- ❖ To function as the facilitator for the institution.
- ❖ To encourage the members to undertake action research projects.
- ❖ To consult, to plan and to organize various innovative activities for enhancing cultural, educational atmosphere and functions of the institution.
- ❖ To provide feedback to the institution
- ❖ To motivate the well-deserved members, teacher trainees. The contributions of the alumni association to the institution are as follows:
- ❖ It has provided suggestions for academic growth
- ❖ To motivate the members to do the social work.
- ❖ It has given assistance in solving difficulties regarding practicing schools.

Details of Prominent Alumni

Sr. No.	Name	Position
1.	Phutane Vandana	Deputy Education Officer, Primary, Parbhani
2.	Dr. Bavale Nitin	Sr. lecturer Sharda College, Parbhani
3.	Shri Joshi Vijay	President, Parbhani Dist. Journalist Association, Parbhani
4.	Shri Mundhe G.S.	Head Master, Sarang Sumantai Gavhane High School, Parbhani
5.	Shri Khandvikar Sunil	Headmaster, Sarang Swami High School, Parbhani
6.	Dr. Nilekar V.K.	I/C Joint, Director and Associate professor, Govt. College of Education, Parbhani
7.	Dr. Yadnik Manjusha	Principal, NTS B.Ed. College, Parbhani
8.	Shri Sangewar	Naib Tahasildar, Nanded District, Nanded
9.	Shri Panchal R.G.	Founder Member and Director Janhavi Meera Charitable Trust, Arbindo Aksharjyoti Highschool, Parbhani
10.	Shri Shrikant Kulkarni	Dy. Education Officer, Parbhani
11.	Dr. Nilekar Amol	Sr. Lecturer, DIET, Parbhani
12.	Dr. Deshmukh Maya	Principal, DIET, Parbhani

Contribution of Alumni to the Growth and Development of the Institution:

- ❖ The alumni have evaluated the functions of teaching- learning and practice teaching in the institution.
- ❖ This evaluation has made it possible to estimate the proficiency, teaching skills and dedication of the teacher educators.
- ❖ They have provided relevant information regarding the strengths, weaknesses, opportunities.

Thus, the alumni have provided the required educational feedback from time to time that is useful for management of quality control.

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

The institution considers it essential to provide opportunities and nurture other talents in teacher trainees along with the training for teaching profession. Teacher trainees are encouraged to participate in extracurricular activities.

Prior to the organization of extracurricular activities, the faculty identifies the

talents of teacher trainees to organize the activities. Competitions like debates, essay writing elocution, poetry, drama, art and sports are organized. Emphasis is laid on activities related mostly to educational based topics. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution.

Certificates and prizes are presented to the winners and are felicitated by the guest, by the head of the institution.

Achievement during last 2 years at different levels.

2013-14

1. Following B.Ed. students
 - i) Phad Pradip, Ubale Anant; ii) Bagate Milind, Lokhande Varsha had participated in elocution competition organized by Rajashri Shahu Mahavidyalaya, Cidko Parbhani and Shivaji Mahavidyalaya, Parbhani respectively.
2. Raut Amol, Lokhande Varsha, Madhale Varsha had participated in Youth Leadership Program organized by Nutan Mahavidyalaya, Selu.

2014-15

1. B.Ed. students participated in Youth Festival organized by Swami Ramanand Teerth Marathwada University, Nanded.

5.3.3 How does the institution involve and encourage teacher trainees to publish materials like catalogues, wall magazines, college magazine and other material. List out the major publication(s) / materials brought out by the teacher trainees during the previous academic session.

Every year the institution's annual magazine "Parivartan" meaning 'positive change' is published towards the end of the academic year. Teacher trainees are motivated and encouraged to publish their written material in the annual magazine. The teacher trainee expresses their creative thinking through wallpapers and hand written books.

5.3.4 Does the institution have teacher trainee's council or any other similar body? Give details on constitution, major activities and funding.

Yes, there is a student council of the college on which the members nominated by the Principal of the college as per the provision of University Act 1994. The Principal is the ex-officio Chairman of the council and the secretary are selected amongst the nominated members of the student council.

The constitutions of the student council for the year 2014-15 and 2015-16 are as follow:

Year 2014-15

Chairman	-	Prin. Mr. Aran M. T.
Prof. In-charge	-	Dr. Kauthalkar P. A.
Class representative/G.S.	-	Adbalwar Bhagyashri Bandu
Sport representative	-	Kadam Kirati Dhondiba
NSS representative	-	Bodhale Govind Narhari
Cultural representative	-	Kadam Kashinath Pralhadrao
Ladies representative	-	Muley Seema Narayanrao

Year 2015-16

Chairman	-	Dr. Mrs. Dhoot U.M.
Prof. In-Charge	-	Dr. Padme R.S.
Class representative	-	Ku. Pande S.L.
Sports representative	-	Shri Mehetre R.G.
NSS representative	-	Shri Waghmare N.S.
Cultural representative	-	Shri Bhale S.M.
Ladies representative	-	Ku. Sangvi P.A.

Activities –

- 1) The Principal presides over meetings of student council.
- 2) The student representatives discuss their problems with the principal and committee members and suggestions are implemented accordingly.
- 3) Student council members are given opportunity to organize co-curricular activities.

- 4) Maximum possible responsibilities are fixed on them for organizing co-curricular and extra-curricular activities of the institution.

Funding –

The institute spends required amount on student council inauguration, gathering, cultural activities and send-off programs.

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

Academic Bodies:

1. Student council for regular Batch.
2. Cultural Activity Committee
3. Kula body
4. Annual Magazine Committee

Administrative Bodies:

Discipline committee.

Activities of Bodies:

Student Council discusses the overall facilities for student activities which are to be organized in the whole year for the development of the students.

The cultural, games committee takes initiative to arrange the cultural and games activities. And all other committee takes efforts in their respective activities. There is student's representation in the student council association and also some above mentioned bodies.

The Disciplinary committee discusses the maintenance and implementation of the discipline in the college campus and at school of practice teaching and at the time of internship.

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

Informal feedback and data is collected by the institution from the teacher trainee at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program.

The college has formed a feedback data, teacher evaluation forms which are filled by the student after completion of their studies.

5.4 BEST PRACTICES FOR STUDENT SUPPORT AND PROGRESSION

5.4.1 Give details of institutional best practices in student support and progression.

Title:

Women Empowerment

The Context:

Majority of the teacher trainees in the institution are female teacher trainees. Empowering them about their needs, rights and freedom is essential for them to become competent and confident teachers.

Objectives:

- ❖ To create an awareness of human rights in female teacher trainees.
- ❖ To develop the personality and ensure sound physical and mental health of female teacher trainees.

The Practice:

- ❖ Expert lectures are organized for female teacher trainees to make them aware of the importance of sound physical and mental health.
- ❖ The institution has a heterogenous group of female teacher trainees with varied educational and financial background.
- ❖ Limitations to look into the personal details and family problems of married female teacher trainees are one of the major hurdles in the practice.

Impact:

Teacher trainees become self-independent, confident and make an appreciable progress in development their own personality by giving the first priority to their education and well-being.

Requisite resources:

To support women empowerment, human resources and clerical assistance are provided by the institution.

❖ **Following are the main evaluative observations / suggestions made in the first assessment report with reference to student support and progression how they have been acted upon by the institution.**

→ Hostel Facility

Hostel facility is not available for boys and girls where as the female students are accommodated in the hostels of the nearby private / aided girl colleges.

→ Alumni Association

The institute formed alumni association since 2004.

Alumni association meets are organized and feed back about institution and curriculum is taken in a prescribed format.

→ Services provided by Alumni Association

1. In practical work of B.Ed. syllabus in Yoga Education, Yogic practices are taken by the alumni.
2. Alumni member are delivered lecture on various topics such as awareness about environmental education, social service, personality development etc.

→ Formation of Placement Cell

The institute has not formed placement cell formally but the institution provide the methodwise list for placement of the student to the various schools as per their needs.

→ Formation of Guidance & Counseling Cell

The institute has not established guidance & counseling cell formally but informally guidance and counseling is given to the student.

For guidance & counseling though there is no provision to appoint qualified canceller but the function of guidance & counseling is made available by the faculties as per teacher trainees need.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

The Motto (Vision) of our institution is,

“Yahkriyawan Sa Panditah”: “The one who practices what he preaches... is the real scholar”

The institution has the following **Mission**:

1. To promote the student's to acquire teaching skills necessary to become the best teacher.
2. To develop teacher's ten competencies in student-teacher.
3. To acquaint the student teacher with the new innovations and trends in education.
4. To instill multidimensional role of an ideal teacher within the student-teacher.

The Goals of the institution is as follows :

1. To promote the student - teacher to acquire skills required for teaching.
2. To promote the student - teacher to participate in cultural, co-curricular activities and sport activities etc.
3. To develop competencies of teaching in student-teacher.
4. To acquaint the student-teacher with educational technology.
5. To instill multidimensional role of an ideal teacher.
6. To provide exposure to the student-teachers to acquire various methods of teaching of school subjects.
7. To encourage the student-teacher to accomplish communication skills.
8. To strengthen interaction between the teacher educator and the student teachers.
9. To inculcate values in the student-teacher.
10. To create awareness about code of conduct of teaching profession.

The Values of the institution is as follows –

The institution tries to inculcate and promote the following values amongst the teacher trainee.

- ❖ Trainee- teacher to make them responsible and reliable citizens.
 - ❖ Modesty, Sensitivity, Punctuality and neatness.
 - ❖ Patriotism, National Integration and tolerance towards all religion.
 - ❖ Gender equality, dignity of lab our, scientific attitude .
- These are made known to stakeholders by prominently displaying on the entrance of college building.
- ❖ Introduced by the Principal in the address at the beginning of every new academic year.
 - ❖ Printing in college prospectus.
- Through different curricular and co-curricular activities throughout the academic year.

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

Yes, the institution's mission includes:

- ❖ Its Goals, Objectives and Values
- ❖ Needs of global / modern teacher trainees
- ❖ Tradition of the institution
- ❖ Value orientation
- ❖ Needs of the Society

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

The institution is established by Govt. of Maharashtra. The Motto of this institution is “Yah Kriyawan Sa Panditah”. This is inherent in the above mentioned Vision, Mission, Objectives and Values.

For effective and efficient transaction of teaching and learning process and smooth function of the institution, Academic Head and Administrative Head have been appointed as per the guide lines of Higher Education Department, Pune.

There are different committees also organized by the college including Principal and staff members for proper functioning of the institution. The names of different academic and administrative committees are :

Local Advisory Committee, Internal Quality Assurance Cell (IQAC), Admission Scrutiny Committee, Internal Assessment Committee, Staff Council, Student Council, College magazine committee, Purchase committee, Library committee, Stock Verification Committee, Committee for Verification of Scholarship Application Woman Grievance Redressal Cell, Advisory committee for Extension for service center (Secondary), Anti ragging committee.

Beside this, the professor in-charge is appointed to conduct various workshops like Simulated Teaching, Lesson Planning, Demonstration Lesson, Microteaching and Preparation of teaching materials and to conduct psychological experiments.

There are professor in-charge for Kula (Group / House) activities and the coordinators are being appointed to look after the work of extension service center (secondary), and YCMOU distance education courses.

The Principal of the college provide requisite leadership to the system. Beside this, the Principal also provide an academic leadership in association with the various activities, evaluative strategies for academic growth.

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

The responsibilities have been defined by the Maharashtra Government of Higher Education, Mumbai and University as well. These are communicated and defined by the Principal at the time of meeting.

The academic responsibilities are defined by the Principal in the beginning of the new academic year to the faculty as well as through circulars, official orders by communicating teaching and non teaching staff in meetings from time to time.

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

The Principal regularly conducts the feedback session for various academic activities with staff and students. With regard to teaching, feedback is obtained from the teacher trainees. The Principal also conducts at the end of term annual meeting, review meetings and opinions of peer faculty are obtained through discussion. At the end of every academic year teacher trainee give their opinion at the time of send off programme orally as well as feedback sheets that includes all aspects of the institution. This collected feedback is reflected upon and used for the quality enhancement.

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

The institution identified the following vision / mission respectively.

1. The institution needs to develop infrastructure facilities to a considerable extent.
2. Creation of Scientific and Research attitude in student -teachers.
3. To develop Guidance and Counseling ability in trainee teachers.

For addressing the barriers in achieving Vision at present institute gives theoretical guidance about research to B.Ed. teacher-trainees. In future the institute will emphasis on action research.

For mission, oral guidance and counseling is provided to teacher trainee when they seek and in future the institute will establish guidance and counseling cell for better carrier.

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

The management promotes and encourages the staff for their professional growth also by giving CAS benefit. It permits all staff to participate and attend the various orientation

and refresher course, seminars and workshops. The faculty is also felicitated in the annual program for their achievement and contribution in the field of education.

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

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

Curriculum: Whenever the curriculum is modified or revised, an Orientation Program is conducted at college level to identify the changes and to spell out the details of the courses. The senior faculty members are in a position of BOS. They use to participate in Curriculum Orientation Programme at University level and they give proper suggestions for modification. The Principal initially prepares an annual plan of the academic activities and according the plan of the work is distributed to the faculty.

Administration: The Principal distributes various duties regarding academic program among the teacher educators and administrative staff. To organize various academic programs, different committees are formed and monitored by the Principal. This type of administrative planning helps in the smooth functioning of the institution.

Allocation and Utilization of Resources: The Principal makes the technological aids available in the institution. The library facility is made available for longer duration during the examinations. The Principal always encourages faculty members for optimum utilizations of modern technology and resources in the teaching learning process.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

The list of the different committees:

1. Academic committee.
2. Internal assessment / Examination committee
3. Cultural activities committee
4. College magazine committee
5. Staff Council
6. Internal Quality Assurance Cell at College level
7. Library committee
8. Purchase committee -Govt. Plan
9. Infrastructure committee
10. Woman Redressal Cell
11. Local Advisory committee for extension (Secondary)
12. Student Council
13. Anti-Ragging Committee
14. Local Advisory Committee for college
15. Alumni co-ordination cell

Details of the meeting held and the decisions taken:

Staff Council Meetings:

In the last academic year 2014-15, seven meets of staff council were held.

- 1) The first meeting of academic session of the staff council was held on 16/06/14 . In this meeting discussion about preparation of Academic Calendar of the year 2014-15 was done and Academic Calendar was prepared.
- 2) The second meeting held on 10/09/14 was the discussion about distribution of educational work among the Staff members.
- 3) In the meeting which was held on 16/09/14, discussion about organization and preparation of Workshop time-table on Microteaching and Bridge Lesson was done.

- 4) In the meeting which was held on 17/11/14, discussion about organization and preparation of Workshop on Model Lesson Time-Table and Practice Teaching Lesson Time-Table Bridge Lesson was done.
- 5) In the meeting which was held on 08/12/14, discussion about organization and Preparation of Time-Table of Psychological Experiments, Workshop on Models of Teaching, Workshop on Simulation Lesson Workshop was done.
- 6) Review on the practice teaching program, diary writing with regular checking, availability of the periodicals, Guest lecture, co- curricular activities and checking of lecture plan of the faculty were taken place in the meeting of 31/01/2015, and also discussion about annual social gathering literacy sports games activity. Also the discussion of student attendance regarding the submission of examination forms to the University.
- 7) Issues like completion of syllabus, activities of extension department, review on distance educational courses, submission of kula's report. Participation of staff members in the seminars and conferences, completion of internal assessment etc. were discussed in the meeting of 30/03/2015 and Term Examination was decided to conduct in the week 6/04/15 to 13/4/15.

IQAC Meetings:

The meetings of IQAC were organized from time to time during the year 2015-16. Total 06 meetings were organized. Following were the main points that are discussed and acted upon.

1. In the meeting which was held on 01/09/15, discussion about Admission process was done, decided to implement the educational work and new curriculum.
2. In the meeting which was held on 15/12/15, discussion about Regular time table was done, decided to appoint security guard in the institution, purchasing stationary for the student teachers.
3. On 16/12/2015 decision is taken about to flash the advertisement for vacant post for Marathi method, science method and librarian.
4. Following decisions were taken in the meeting which was held on 06/01/16 :
 - i. It is decided that IQAC committee will carry on the whole NAAC procedure.
 - ii. It is decided to purchase the required stationary.
 - iii. It is decided to take care of regular lectures & classes will not be disturbed, if there will be absence of professor.
5. Following decisions were taken in the meeting which was held on 01/03/16 :
 - i. It is decided that Income Tax Forms, RTI, Information officer to be submitted as early as possible. by 15/03/16.
 - ii. It is decided to complete the remaining syllabus within allotted period.
6. It is decided in the meeting on 30/04/16 to prepare LOI, AQAR and SSR by 06/06/16 to 15/06/16.

Student Council Meetings:

Every year student council is formed as per the direction of SRTM University Nanded. The working of formation of student council and subsequent activities takes place by organizing meetings. Nominations for members of the student council among different categories are scrutinized. In the meeting of 14/12/2015 ladies representative has been nominated. The election for Secretary of Student Council in conducted as per the direction of affiliating University on 14/12/2015.

In the last academic year 2015-16, 2 meets of student council were held. The main point of these meeting is as follows:

1. The first meeting of student council was held on 21/12/2015 In this meeting the members are oriented by the principal regarding duties and responsibilities of student council. Also the discussion on the formation of editorial board regarding annual magazine.
2. Review of course completion in the first session was taken in the meeting of 04/01/2016 In addition to this, planning for organization of annual social camp, annual gathering, organization of games and sport activities, skill based program, etc. were discussed in this meeting.

Purchase committees:

Purchase committee is in force in the institution keeping in view the development of infrastructure and different department. The purchase of equipment, books, electronic recourses from funding agencies like State plan of Govt. is discussed and decision are taken. In the session 2015-16 meetings of purchase committee were held.

1. First meeting of said committee was held on 08/07/15 State plan of Government. The equipment and books to be purchased from grant are discussed in this meeting. And it is decided that following equipment are to be purchased under State Plan. As per the Remaining Financial budget 79,720/- decision to purchase steel cupboard, steel book case was taken in the meeting
 - i. Books (70,280/-)
 - ii. Camera (Handicam)
 - iii. Vacuum Cleaner
2. In the 2nd meeting held on 04/08/15 received quotations were opened and comparative statements are prepared and proposal sends to the Director of Higher Education, Pune.
3. The meeting was held on 25/01/16 for purchasing equipment like cupboard & bookcase.
4. In the meeting which was held on 30/01/16 received quotations were opened & comparative statements are prepared & proposals sends to the Director of Higher Education, Pune.
5. In the last meeting held on 01/03/16, the purchase committee was decided to purchase books of Rs. 5880/-.

Library Meeting:

In the academic year 2015-16 the meeting of Library Committee was held on 16/06/2015 in which discussion was held on the recommendation of books and as per recommendation and references are decided to be parched.

In the meeting of Library committee held on 31/07/2015 in which discussion was held on appointing CHB Librarian. Regarding this discussion an advertisement was given and in interview CHB basis Librarian was selected.

Meeting of Local Advisory Committee:

Meeting of advisory committee of ESC was held on 03/07/15 for the session 2015-16.

In this meeting LMC members discussed on the following issues.

1. To appoint new committee members vacant due to retirement & transfers.
2. To nominate nongovernment members as a counselor in Parivartan yearly magazine of the institution.
3. To start E-Library in the institution.
4. To provide internet facility to student teachers and teacher educators.
5. To provide facility of Computer Lab to student-teacher and teacher-educators.
6. To provide question bank in the library for student-teachers.
7. The committee is decided to implement the Reaccreditation procedure of NAAC.

In the meeting of 31/07/15, LMC had taken some decisions.

They are as follows:

1. The dead stock in the institution should be officially disposed.
2. To appoint the staff on CHB against vacant posts for Marathi, Science, Librarian only for the academic year 2015-16.
3. Correspondence with Public Works Department about the construction of classrooms and toilets.
4. To provide free dental check up for student-teachers by Dhanwantari Dental College, Parbhani.

Anti-ragging Committee:

No complaint regarding ragging received from students. So meeting was not conducted.

Academic Committee:

Every year in the very beginning of session the time table and academic calendar are discussed in teaching staff council meeting and plan accordingly. Record of attendance of the student is kept by concerning in- charge and review of attendance

is taken from time to time in the staff meeting.

Admission, Scholarships and Internal Assessment:

Every year the committee is reform through the official order of the Principal regarding admission, scholarship and internal assessment.

Accordingly, concerned committee accomplishes the given task in stipulated time period. The college admission committee for the session 2015-16 was formed vide order No. Astha/2015-16/765 dated 29/07/2015. The work of college admission committee was carried out as per program given by CAP of the state for the session during period 2015 to 2016 (2015 -17 Batch)

Scholarship Committee for the session 2015-16 was appointed vide order No. Astha/2015-16/1211-17(A) dated 02/12/2015 Application of the student scrutinized by the committee eligible candidates are recommended for getting scholarship. Meeting is held on 08/12/2015.

At the end of session but before the University examination the internal assessment committee compiled the assessment work of various department of the institution. The format of internal assessment provided by the University and it is forwarded to the University by the Principal of the college.

Cultural, Games / Sports, Activities:

In the general staff council meeting the discussion is carried out on these activities. The in-charge of respective department are appointed as per discussion. In-charge presents the planning of activities. And according to the planning the activities are executed. In the academic session 2014-15 in addition to various activities conducted throughout the year games and sports activities are carried out during 26/02/2015 to 28/02/2015.

Kula's Activities:

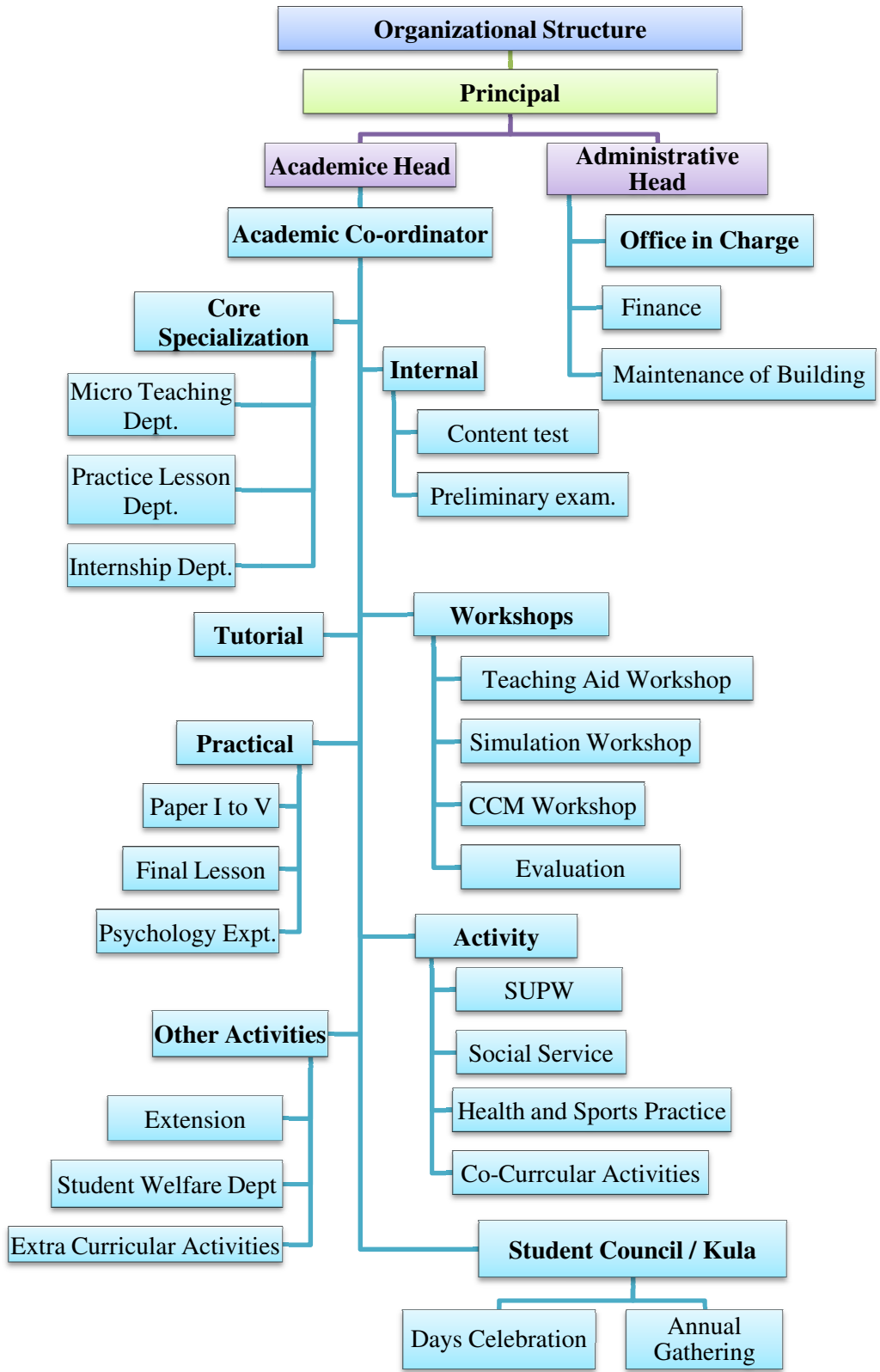
In general staff council meeting the discussion about various activities throughout the year to be conducted. Every year student are divided in to four group called Kula's. Every Kula is guided by Prof. in-charge and leaded by student representative. The Kula are assigned their periods for conduction of co-curricular activities in year plan. The Programs like anniversary special days, etc. coming during this period are plan and executed.

Annual Magazine:

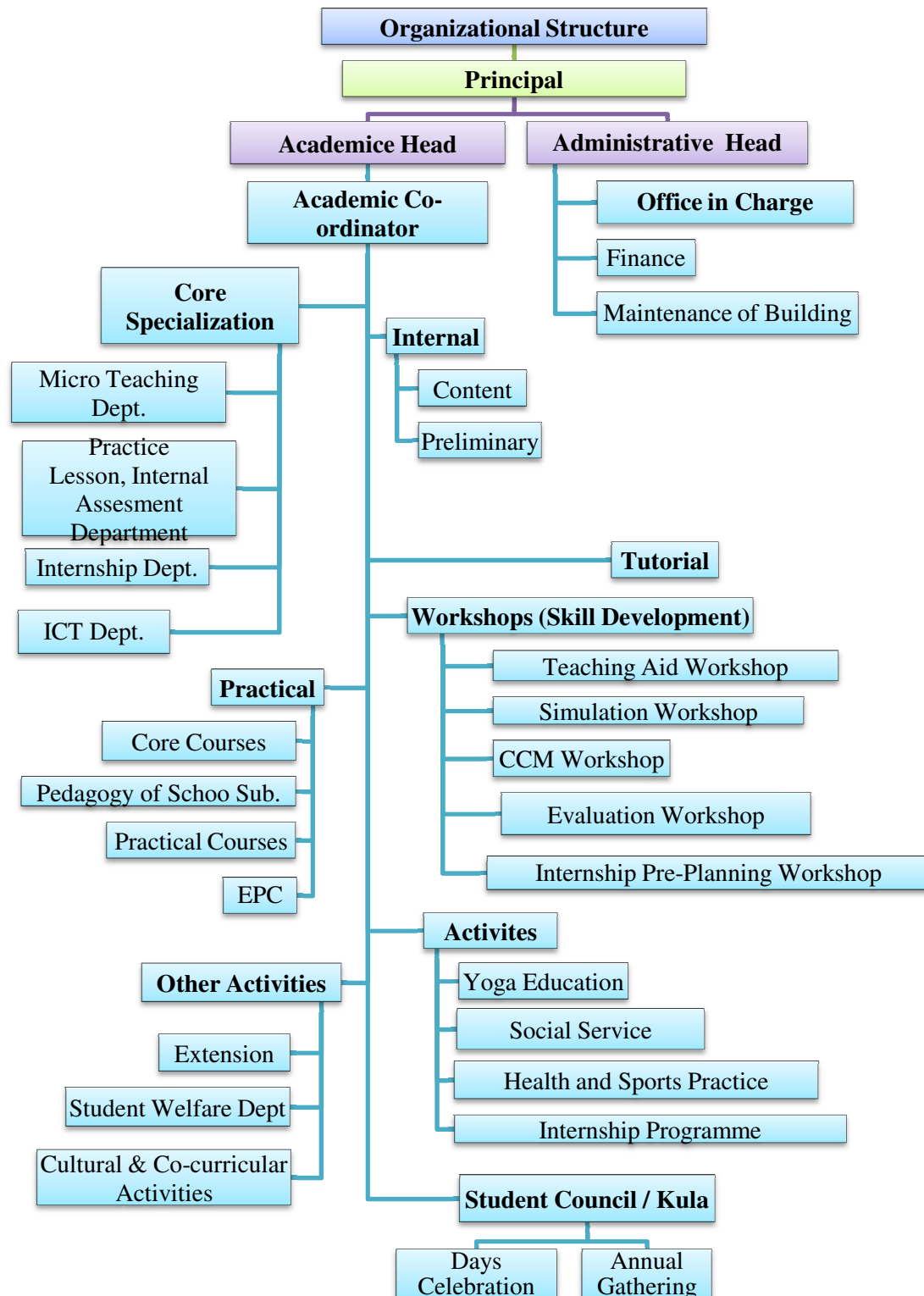
Editorial board is established in the discussion of staff council meeting. The magazine 'Parivartan' is published at the end of academic year.

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

The Organizational Structure of the academic and administrative bodies of institution is as follows : (As per the Old Syllabus 2014-15)



The Organizational Structure of the academic and administrative bodies of institution is as follows : (As per the New Syllabus of B.Ed. - CBCS- Two Years Annual Patter Programme from June 2015.)



In the organization structure of the institution, the Principal is the Academic and administrative leader. To bring about efficiency in academic and administrative work, various committees have been formed to decentralize the administration to some extent. The local advisory committee (LAC) works as the apex administrative body. The functioning of all bodies / department is given in 6.2.3.

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

Various committees and bodies constituted for smooth education and administration work have been mentioned in 6.2.1 and 6.2.2. Each committee comprises of the head / convener. They design and work out the academic programs. They keep a record of the activities undertaken by the department and finally submit it to the principal. Due to this decentralization procedure, academic work is distributed equally and effectively completed.

The flow chart shows the decentralization of the administration. Basically, administration is of two types that is academic administration and office administration. For smooth, efficient and effective work, the principal has appointed a Academic head and administrative head between the staff and Principal. The office in-charge, Coordinator, coordinates the office work.

For academic work, all the responsibilities are decentralized as it endures equal distribution of work. The departments function in the following manner:

- ❖ For training programme, all special training programs, three departments are formed i.e. Micro Teaching Department, Practice Teaching Department and internship Department. The department head allots a group of students equally to all faculty members by effective planning to complete the training Programs.
- ❖ Internal Examination Department in charge conduct two internal examinations with the help of all faculty members.
- ❖ Examination in charge conducts tutorials.
- ❖ Course related practical's are decentralized and the responsibilities are given to all the faculty members. The practical's of paper I, II, III, IV, V are conducted by the concerned teacher in-charge and the report submitted to the head of that practical department.
- ❖ For simulation practical's, 14 groups of 7 students are formed and the responsibility is given to seven teachers. For C.C.M. workshops, method wise groups are formed by the department and a workshop is conducted by the In charge faculty.
- ❖ The psychology experiments are distributed among the faculty.
- ❖ There are four departments i.e.
 1. Socially Useful Productive Work
 2. Social Service
 3. Health and sports
 4. Practices and Co-curricular Activities.

These four departments have Practices and Co-Curricular Activities. These four departments have four in-charge teachers who plan and organize the activities under these heads.

- ❖ Besides these activities, Extension Activities, Extra co-curricular Activities are organized by the concerned department.
- ❖ The Head Clerk distributes the duties like financial work and day to day office work to the non-teaching staff and the peons.

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

To improve and plan the quality of education provisions, the institution collaborates with the Education Department of University of Nanded, YCMOU Nashik, and SCERT Pune.

The institution organizes the orientation programs for school teachers to introduce new methodology and techniques for evaluation. For better organization of

practice lesson and internship programs, the concerned Dept. conducts meetings with school Principals and teachers. The suggestions are noted for successful organization of the practice teaching and internship program.

For infrastructural and educational provisions, common meetings are held with the course coordinators and faculty. To further linkages and co-ordination, the institution organizes seminars for faculty development with the help of university.

The institution publishes “Parivartan”, the annual magazine that is circulated to the above departments and schools to disseminate information regarding the academic activities.

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

The institution uses the data and information obtained from the feedback in decision making and performance improvement. For academic improvement, the institution has the following feedback mechanism:

- ❖ The suggestion box for teacher trainees feedback.
- ❖ **Evaluation of the institution and faculty by teacher trainees:** At the end of the academic year, the institution takes the written feedback from the teacher trainees and the teacher trainee gives feedback orally at the time of send-off. This is used to improve the quality of the academic programs.
- ❖ **Feedback from the faculty meetings:** All the suggestions and feedback are discussed in the faculty meetings. The problems are discussed and the solutions are drawn out for smooth and better academic work. The feedback is also used for the appointments of the faculty on different committees and bodies constituted in the institution.
- ❖ **Feedback from the Local Advisory Committee:** It is used for improving the teaching-learning facilities provided by the institution.
- ❖ Thus, the institution conducts feedback sessions at various levels and works with a democratic outlook.

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

The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by following ways:

- ❖ Equal work distribution policy.
- ❖ Participation of faculty in seminars, workshops and conference for sharing of knowledge and innovations.
- ❖ Participation in orientation and refresher programs organized by academic staff college of BAM University Aurangabad for empowerment and also for placement of the faculty at the time of CAS.
- ❖ Appreciation of faculty members for paper presentations, article writing.
- ❖ Sharing of experience and special contribution through staff meetings.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Yes, the institution has partial MIS system. There is internet and Wi-Fi system in the administrative and some academic section, like computer room. The data and information on academic and administrative aspects are already displayed on college web site. The data/ information is presented in the form of hard disk, CD, Registers and reports etc. The principal (head of the inst.) sometimes communicated the required information to coordinators / in-charge and office head clerk and then forward to the concerned faculty and department of the college.

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

The proposals of the institution are invited by the Department in this regard. Allocation sanctioned as per requirement of the institution. Resources are allocated as per the need requirements of the action plans as institution is run under State Government

of Maharashtra.

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

The human and financial resources are utilized optimally by the institution to achieve the ultimate goal, mission of the institution by inviting the expert of the human resources as the requirement of the tasks.

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

Academic Plan Development

- ❖ In the beginning of every academic year, the principal distributes the responsibilities of academic programs to all the faculty members. As per the guidelines from the Principal, the coordinator calls for the plan of every department from all the faculty members. They conduct separate meetings of their Departments and prepare tentative plan for the concerned department. This plan is then submitted to the co- coordinator.
- ❖ The practice lesson and internship department organize the meeting of headmaster and teachers of the concerned school where the convenient dates for lessons are finalized. This plan is submitted to the coordinator for further procedure.
- ❖ In the 'Annual Plan' meeting with the faculty and principal, the coordinator integrates all the given plans. One reading of the annual plan is done by the coordinator and if there are any suggestions, they are discussed for further consideration and finalized. The Principal in coordination with the IQAC of college finally approves this annual plan which is then ready for implementation. The annual plan is thus developed in a democratic and decentralized manner.

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

The objectives are communicated in the following manner:

- ❖ Oral communication through faculty and staff meetings.
 - ❖ Written notices displayed in the library and building.
 - ❖ Printed in the prospectus and values book of teacher trainees.
 - ❖ Through the Principal's address
- Participation in extension programs are some ways in which individual employee's contribute to the institutional development.

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

The institution monitors and evaluates its implementation plan at different stages. The principal conducts term and meetings. The plan which was discussed in the beginning of the academic year is evaluated in this meeting and finalized by the IQAC. The principal takes orally feedback about the academic plans from the student as well. The faculty does the needful for revision and adopts measures that are required at a specific stage.

The vision and mission of the institution are monitored and evaluated after each year and revisions are made whenever necessities are felt.

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

The institution has O.H.P., LCD, Laptop, Xerox Machine and digital video camera, Fax Machine, Battery backup, Computers DLP, Tape recorder, Public Address System that is used for curriculum transaction and office related work. The institution always tries for the optimum utilization of this technology in teaching, learning administrative and research process.

The institution has a equipped computer laboratory for developing computer skills and for conducting computer technology based practical. In today's age of Technology, the institution has been trying to inculcate proper attitude for teacher trainee's professional and personal development. Internet facility is provided in the computer lab, library, and office. Teachers, trainees and office staff use this facility whenever necessary. After the purchase of new advanced gadgets, a demonstration

session is organized by the technology department. Teachers use laptops and projectors for presentation while conducting a few lectures. The teacher trainees use laptops during internship program to conduct cultural activity.

6.4 HUMAN RESOURCE MANAGEMENT

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

- ❖ The institution is concerned about the academic needs and progression of its faculty members. These needs generally include the changes in the syllabus, technological needs, guidance and observation of new types of lessons like models of teaching lessons and technology based learning.
- ❖ An orientation program Workshops, Seminars to familiarize the faculty on the new trends, content of practicum based on the new trends, content or practicum is organized.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self - appraisal method, comprehensive evaluations by students and peers)? Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Mechanisms for Performance Assessment

- ❖ For performance assessment of faculty, at the end of academic year, comprehensive evaluation by teacher trainees is taken in the written form. It includes performance in teaching-learning, regularity, subject knowledge, mastery over teaching, communication skill, commitment teacher, interest generated by teacher, Imaginations, Innovativeness, Motivating, pleasing personality.
- ❖ Teacher trainees also give informal feedback about the efficiency and performance of teaching and non teaching staff.
- ❖ After the analysis of the feedback and interpretation, it conveyed to the faculty members in private by the principal.
- ❖ Performance appraisal reports and self-appraisal method is adopted by the institution to improve the performance of the teachers which is already prescribed by the Higher and Technical Education Department of the State Government of Maharashtra. The self-appraisal report is recorded by the head of the institution for the improvement of the service of the staff and the record of the result maintained and monitored by the Department of Higher Education.

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

Welfare measures for the staff and faculty includes:

1. Duty leaves to the faculty for presentation and participation in conference.
2. Re-imboursement of medical bill and sanctioned of medical leave.
3. The pension and gratuity provisions are made available as per rules and regulations of the Maharashtra State Government.

The loan facility (home loan, motorcycle loan, computer etc.) GPF, DCPS, GIS and festivals advances are available. In additions to that, the principal of the institution give the motivation and measures the performance of the staff in various areas such as administration, academic, sports, and cultural and other activities, some of the teaching and non-teaching staff members are felicitated by the principal on their success and academic achievements.

6.4.4 Has the institution conducted any staff development program for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

- ❖ The guidance strategy is discussed and finalized method wise.
- ❖ For upgrading skills in various types of lesson observations, a common staff meeting is conducted and observation strategy is decided.
- ❖ For non-teaching staff, orientation and demonstration programs to familiarize the use of software is organized by the Regional Office of Higher Education, Nanded, social welfare office Nanded.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The recruitment policy and service conditions of the faculty and staff are applicable as per the norm of Govt. of Maharashtra. The posts of the teachers of Government Colleges are constitutional post. Therefore, the civil services rules and regulation regarding the service condition of the faculty and staff members are made by the State Govt. of Maharashtra.

UGC regulations regarding minimum qualification for appointment of teachers in the regulation of NCTE are applicable by the State Govt. of Maharashtra and all other measures for the maintenance of the standard in higher education (i.e. pay scale, increments rules, pay fixation formula, carrier advancement scheme CAS) in terms of UGC regulation are also governed by the State Govt. of Maharashtra. The same rules are applicable for the faculty. Non-teaching staff is recruited as per norm of State Govt. of Maharashtra and by Regional Office of Higher Education, Nanded.

6.4.6 What are the criteria for employing part time / Adhoc Faculty? How are the part-time/Adhoc faculty different from the regular faculty? (e.g. salary structure, workload, specializations).

There is no provision for the appointment of part time teachers at institutional level. So, the regulations in this regard also are governed by the State Govt. of Maharashtra by MPSC. Sometimes, adhoc faculty and faculty on contract basis appointed at the department level committee till the regular candidate is selected. There is a provision of fixed salary for the contract faculty. The workload and specialization are the same as regular faculty for contract faculty. No contract faculty members are appointed in our institution. At the institution level clock hour basis candidate are appointed according to the need of institution.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops etc. and supporting membership and active involvement in local, state, national and international professional associations.)

The institution always encourages all the faculty members for their professional development. It has framed the following policies for deputation for professional development courses like the orientation and refresher course:

- ❖ Necessity of professional development course to the faculty member at a particular stage.
- ❖ Number of faculty members participating in a professional development program.
- ❖ Paper presentation in conferences, participation in seminars as experts and resource persons is always encouraged. Resources

The following resources are made available by the institution for the professional development of the faculty:

- ❖ Provision of rich library resources with internet facility for academic enrichment.
- ❖ Technological gadgets like laptops, video camera are made available for preparation and presentation of lectures.
- ❖ Duty leaves are availed from the institution for the research work and participation in the conference / seminars or for the paper presentation.

Practices

- ❖ The faculty is encouraged to teach various courses at different levels like courses of YCMOU, B.Ed. course. Conduct lectures and guide experienced.
- ❖ Thus senior, qualified and experienced faculty members are not only research guides for Ph.D. and **M.Ed. courses** but they share their to YCMOU Nashik B.Ed.
- ❖ The institution gives opportunity to participate and represent in various workshops, seminars and conferences at local, state, national and international levels.
- ❖ The institution also supports faculty for active membership of professional associations.

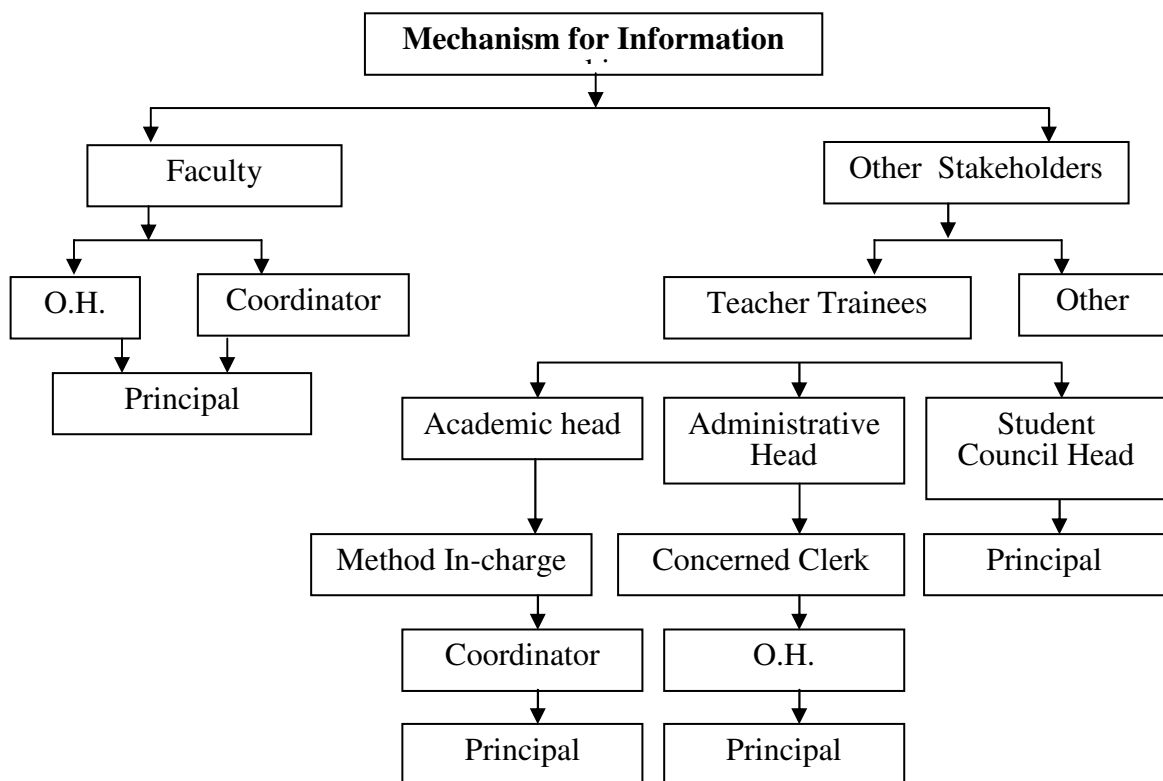
6.4.8 What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

- ❖ The institution provides sufficient physical facility to each faculty member to carry out the academic and instructional work effectively.
- ❖ Separate method rooms are provided to faculty and the resource material (teaching aid, models) are made available for teacher trainees.
- ❖ In method rooms, the following facilities are provided:
Sufficient seating arrangement for teacher trainees and guests. Cupboards with proper safety facility, Proper ventilation, Separate cupboard for teaching aids/models
- ❖ Laptop is made available to the faculty as per their demand.
- ❖ In the technology laboratory, the computers are made available with internet facility.
- ❖ Thus, all these facilities lead to a conducive environment required for teaching and learning activities.

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

Mechanism for information Seeking : Flow Chart

For seeking information from the authority, the institution has developed a specific system. There are separate channels for faculty members and other stakeholders which is shown below:



- ❖ The faculty can seek the information about academic planning and day to day planning from the coordinator. For procuring information about administration, the faculty members can contact the administrative head.
- ❖ The teacher trainees can access the academic and required information from the library, method in-charge, co-coordinator and from the principal as well. For office information, they can contact to the head clerk.

Mechanism for launching complaints

- ❖ The faculty members can launch their complaints to coordinator and then the Principal if they need.
- ❖ For faculty members and teacher trainees, there is provision of Grievance Redressal Cell to register their complaints.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The institution follows the workload policies of UGC (SRTM University of Nanded) and NCTE for the B.Ed. course follows the University workload. The ratio of teacher to teacher trainee was 1:14 upto 2014-15 and 1:8 from 2015-16 is adhered to for B.Ed. course transaction.

The institution follows the workload for the curricular activities like teaching guidance, core-training and special training, and observation of lessons, practical work and internal assessment is equally distributed among all the faculty members.

In the beginning of the academic year, the annual plan of all academic and extra-curricular activities is prepared. The co-curricular activities and extra-curricular activities are implemented by the various committees. All the faculty members plan their activities individually and put in their best.

Due to equal distribution of workload, teacher educators can devote adequate time for preparation and reflection on teaching. They are engaged in research, publication and other professional development programs.

The faculty is also given administrative duties of the office related to admissions, duty leave is granted to faculty to attend seminars, conferences,

Local Inspection Committee (LCD), Selection Committees and SRTM University of Nanded, Board of Studies (BOS) and faculty meetings with the understanding that the given workload is completed after attending the meetings.

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

Reward and Motivation Mechanism

Felicitation in the faculty and staff meeting, LAC and annual gathering is done in recognition of the faculty's achievements in different areas.

- ❖ The institution encourages and felicitates the teacher educators for the awarding Ph.D. presentation of research papers, presentation or participation in State, National and International conferences.
- ❖ The achievements and noteworthy performance of teacher educators are displayed on the notice-board.
- ❖ The photos and special news is highlighted in the institutional magazine "Parivartan"
- ❖ The special achievers are also felicitated in LAC and annual gathering in the presence of chief guest.
- ❖ The institution congratulates and felicitates Board of Studies (BOS) faculty members, senate member.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The State Govt. allocated financial resources through their consolidated fund. The State Government releases grants to the college in last three years are as follows:

(Grants showing excluding fees receipt, Debt and deposit heads)
[Rs. in Lakh]

Year	Non Plan	Plan Grants
2013-14	1,42,00,000/-	2,40,000/-
2014-15	1,47,64,000/-	1,32,000/-
2015-16	1,25,39,000/-	97,000/-

The college is mainly dependent on the state government for its finances, both for development and day to day expenditure which is classified as plan and non-plan grants.

The college is fully managed by state Govt. of Maharashtra.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

The college is government owned and managed institution and as such it has to function under Government policies. It has to abide by the Govt. rules and there is no provision to collect any kind of donation at college level. Therefore, the information in respect of this is nil.

6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the Govt. of Maharashtra budgets the adequate grants to cover the day to day expenses. Deficit is no problem as it is adjusted by the department at their level if any. Though, the grants for the first quarter are generally received in the month of May or June of the respective year. This hampers the day to day expenses some times.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, and resource allocated during the current year and excess/deficit.)

The Govt. of Maharashtra budgeted the adequate grant and the budgeting resources fulfill the mission of the institution. (Following table showing budgets allocation/income Expenditure Statement.)

(Rs.in Lakh)

Year	Budget-Allocation by State Govt.					
	Non -Plan			Plan		
	Income	Expenditure	Excess Deficit	Income	Expenditure	Excess Deficit
2011-12	1,05,05,000/-	1,05,05,000/-	-	4,10,000/-	4,09,043/-	+957/-
2012-13	90,15,852/-	1,15,15,211/-	-24,99,359/-	3,85,132/-	3,84,421/-	+711/-
2013-14	1,39,93,410/-	1,42,00,101/-	-2,06,691/-	2,40,000/-	2,40,000/-	-
2014-15	1,48,42,073/-	1,47,64,000/-	+78,073/-	1,50,000/-	1,32,345/-	+17,655/-
2015-16	1,46,04,400/-	1,25,38,241/-	+20,66,159/-	97,000/-	96,500/-	+500/-

Resources allocated during the year 2012-13 & 2013-14 are deficit in Govt. Grants by Rs.24,99,359 & 2,06,691 lacs. It is adjusted by dept. level.

Future planning:

When we get the sanctioned proposal from P.W.D., Parbhani for the extension of building of the institution, the Govt. of Maharashtra will allocate the sufficient grant for construction of the extension of the building.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audits (Major pending audit paras, objections raised and dropped)

Internal audit is carried out by Auditor, Account section of Joint Director of Higher Education, Nanded region in the year 2015-16. All the records were verified and found correct in the audit but few objections are raised and are settled by the institution.

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

The financial accounting is through computer. Govt. releases grants through internet on Government web site.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

Title :

Decentralization for Democratic Administration

The Context:

In the teacher education colleges, commonly the academic activities are carried out by centralized administration. Due to this common practice, the contribution of all faculty members is not equal in manner and the innovative ideas are not shared.

In our institution the teacher educators are seasoned with their academic work. So to contribute for the academic excellence as well as for effective and smooth academic work, our institution practices 'Decentralized Administration' for democratic governance. It creates the democratic culture in the institution.

Objectives:

1. To inculcate democratic values among teacher educators and student teachers.
2. To develop leadership among the faculty members and student teachers.
3. To work as a educational managers.
4. To give an equal opportunity to administer the academic activities.
5. To enhance the quality of academic activities working through small groups: 6. To inspire the student teacher for academic excellence:
7. To take care of student-teacher and maintain the discipline and follow-up.

The Practice:

The democratic governance practice is carried out in our institution. Priority is given where the academic activities are planned and worked out by decentralized manner.

In the decentralized mode of administration, the various committees and bodies are constituted. It indicates that the institutional academic administration is decentralized to a great extent. Each faculty members has been assigned with specific functions and responsibilities. They are delegated with proper rights and duties.

This practice is carried out in the following phases:

- ❖ Work distribution: Equal distribution:
- ❖ Planning of the activity: At individual level.
- ❖ Discussion about planning: A meeting is conducted.
- ❖ Finalization of the plan: the suggestion are considered
- ❖ Involvement of faculty members and student representatives in administration.
- ❖ Execution of the activity / Program
- ❖ **Feedback :**

In this practice, an integral effort is taken to work out the plan. This results in the academic excellence. In decentralized practice of administration, all faculty members are involved, so the ideas are shared and an ideal plan is worked out. This practice creates very positive environment of administration.

Obstacles :

- ❖ Sometimes, there is unnecessary comparison within the groups.
- ❖ In some critical situation, it is difficult to take a decision to sort out the problem. In such a case, the decision is taken by the Principal.

Impact :

The democratic environment of administration supports to all faculty members for effective administration in this practice, due to equal opportunity, all the faculty members and student representative are involved in all the academic activities. This practice develops the leadership among the faculty as well as good qualities for educational managers. Due to this practice, the Principal has sufficient time for general administration. The overall impact of this practice is very positive.

Requisite Resources:

- ❖ B.Ed. Syllabus
- ❖ Annual Plan
- ❖ Library
- ❖ ICT Facility

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

1. **What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have been acted upon?**
2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

Organization and Management**Constitution and functioning of committees**

The institute constituted many committed effective and smooth administration.

These committees are as follows:

1. Local Advisory Committee - approved by the Govt.
2. IQAC
3. Local Management Committee
4. Library Committee
5. Purchase Committee
6. Admission Committee
7. Discipline Committee
8. Anti Ragging Committee
9. Grievance Redressal Cell
10. Vishakha Committee
11. Right To Information Committee
12. College Magazine Editorial Board
13. Student Council
14. Parent Teacher Association
15. Alumni Association

Internal Audit Mechanism

The institution organizes regular meetings for planning, execution, evaluation and follow up of curricular and co-curricular activities. After the healthy discussions of the faculties after completion of each and every activity the strengths and weaknesses are sorted out for further improvement.

Regular meetings with headmasters, mentor teachers are arranged for planning and implementation of field activities.

Feedback from the head masters, mentor teachers, teachers of practice teaching schools are collected regarding the quality of practice teaching and internship programme. As per the suggestions given by the stake holders the institute take steps for quality improvement.

Feedback from student teachers are taken at the end of every activity in oral and written form.

CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes.

❖ **Establishment and Composition of IQAC:**

In the institution Internal Quality Assurance Cell (IQAC) is in working at college level.

❖ **The present composition of IQAC is given below:**

Year of Establishment: December 19th 2015

Composition of IQAC

No. of Teachers: (01 + 05)

1. Principal Dr. Dhoot U.M (Chairman)
2. Smt. Totade S.P. (Co-ordinator)
3. Dr. Jadhav P.M.
4. Dr. Deshpande J.K.
5. Dr. Subhedar B.P.
6. Smt. Naigaonkar A.B.

No. of Administrative / Technical Staff: Shri Tandale S.V.

No. of Students: Ku. Taur M.A.

No. of Management Representatives: Shri Naikwade S.B.

No. of Alumni: Shri Dhage S.B.

No. of any other Stakeholder and Community Representatives: Prin. Dr. Bhosale V.K.

No. of Employers/Industrialist: Shri Panchal R.G.

No. of other External Experts: (1) Dr. Sarnaik A.D. (2) Dr. Mulgir M.T.

Total No. of Members: 14

Major activities undertaken:

Following activities undertaken under the guidance of IQAC are outlined as follows.

The institution is a teacher training institute affiliated to University of Nanded and we follow the syllabus framed by University of Nanded. In the beginning of the academic year, all the curricular and co-curricular activities are planned according to the syllabus in the first faculty meeting, the work load is distributed; departments are assigned; the faculty informed about the courses to be taught and the respective department activities to be undertaken. Each department in charge plans the activities under the guidance of IQAC.

Micro teaching, all types of practice teaching planning and internship program is properly planned and effectively executed by the faculty.

All other activities such as internal examinations, Content Enrichment Program, Content cum Methodology Program (C.C.M.), Social Service (SS), Psychological Experiments, and T.B.L. Practical are also effectively planned and executed under the guidance of IQAC.

7.1.2 Describe the mechanism used by the institutions to evaluate the achievement of goals and objectives:

The institution is a teacher training institute conducting course leading to B.Ed. Therefore, it is felt that curricular objectives and goal of the program need to be achieved. For this, the institution is required to direct efforts in that direction. The evaluation mechanism of the institution for evaluation of the goal and the objectives is as follows

1. The summative evaluation outcomes are taken into consideration and the final results are scrutinized. For this purpose, Grade wise analysis is undertaken. The number of successful candidate and failures, course wise with the highest and the lowest scores are considered.
2. The opinion and feedback regarding the teaching and administration of course is collected from the teacher trainees at the end of the year. Based on these suggestions for improvement and enhancement of quality are given by the principal from time to time. This, thus, becomes an effective mechanism to evaluate the achievement of the goal and objectives.

7.1.3 How does the institution ensure the quality of its academic programs?

Quality of Academic Program:

The institution ensures the quality of its academic program through the faculty in the IQAC meetings, student council meeting. In addition to this, self appraisal by the faculties positive suggestions given by the students are reflected upon by the faculty and necessary changes are made in the curricular transaction. In this way, the institution ensures the quality of academic programs.

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

The quality of administration is ensured by decentralization of the tasks and the quality of financial management process is ensured by proper annual budget allocations and utilization of these grants more meaningfully.

The quality initiatives on administration and financial management process are as follows:

Administrative Management

- ❖ Academic and Administrative head wise distribution of responsibilities.
- ❖ Unit wise division of responsibilities.
- ❖ Department wise division of responsibilities
- ❖ Functioning through Student Council

Financial Management

- ❖ Preparation of Budget
- ❖ Formation of Purchase Committee
- ❖ Rate contract Quotation System for purchase
- ❖ Auditing by State Govt.
- ❖ Internal Audit by Senior Govt. approved Auditor at regional level

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

Sharing Good Practices

The committees that have been constituted for the smooth functioning of the institution submit the reports of the activities conducted by them to the Principal. The reports submitted are scrutinized.

The teacher educators and the teacher trainees who witness the activities are consulted with a view to get their feedback orally and finally the IQAC also assesses the activities undertaken and provides suggestions if necessary. These are some of the informal ways for identifying the good practices.

The good practices are brought to the notice of the faculty members and are discussed in the faculty meetings. These are communicated to the non-teaching staff as well.

7.2 INCLUSIVE EDUCATION

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

The curriculum of the SRTMU Nanded it self include inclusive approaches in some core paper. All faculty members follow the curricular according to University.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender difference and their impact on learning?

- 1) The year plan of the institution includes organization of orientation lectures, and workshops on several topics like inclusion, empowerment and equality of gender throughout the academic year. Through these lectures the teacher trainees are made aware about inclusion of exceptional students, gender differences and their impact on learning.
- 2) Some units in the B.Ed. Course “Philosophical and Sociological Foundation of Education” upto 2014-15 and from 2015-16 the paper “Childhood and Growing Up” are useful for teacher trainees to learn about inclusion, exceptionalities, and their impact on learning. These units are on text of sociological and psychological aspects of education.

These are as follows:

- i. Education for minority of deprived classes.
- ii. Education for economically backward.

- iii. Education for women empowerment.
- iv. Childhood and growing up.
- 3). For the establishment of gender equality sensitization Govt. of Maharashtra had launched a campaign namely “Jagar Janivancha”. In response to which college had actively participated by organizing various activities in the form of competitions and orientation view of the society. The report of this campaign had also been submitted to the Govt. for its evaluation.

The teacher trainees have further opportunities when they conduct practice lessons. During the internships program, they have better opportunities for longer duration to sensitize them about inclusive education.

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

The institution has enough infrastructure and a conducive learning environment. Every teacher trainee has several opportunities for social interaction. They come into contact with various personalities from all walks of life while completing the practice lessons and internship program. These programs provide them a real picture of their future responsibilities as a teacher. There are a number of activities, practical, tests, co-curricular and extra- curricular activities undertaken which lead to positive social interaction, active engagement in learning and self- motivation. The institution has adequate library facility, Internet facility and few laboratories that promotes active learning and self-learning.

The institution provides a good scope for academic competition, co-operation and adjustment. High achievers, meritorious students and prize winners are felicitated. This creates self-motivation and an urge for excellence.

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

- ❖ The admitted student – teachers are from diverse backgrounds and they possess exceptionalities due to their environment and individual differences. The institution provides maximum opportunities to its teacher trainees to have exposure to these diversities.
- ❖ The practice lessons are assigned in different schools having different social strata. Some schools are located in slum areas as well. When the teacher trainees conduct their lessons in such schools, they get exposure to the student’s background, learning motivation, educational facilities and achievement levels of the learners. They can compare the pupils from different background.

7.2.5 How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution?

The student if any admitted with some physical disabilities are addressed by making their special sitting arrangement and provide them all the necessary facilities which they require.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Gender Sensitive Issues:

The institution makes provisions for handling and responding to the gender sensitive issues by organizing one day workshops on “Jagar Janivanch” and lectures on several issues related to women empowerment and gender equality. In addition to this, the institution organizes a program on 3rd Jan. on the occasion of Savitribai Phule Jayanti, 8th March on the occasion of “Women Day.”

- ❖ Personality development program for girls.
- ❖ Workshop to sensitize girl students to become fearless and bold by counseling by faculty and programmer.
- ❖ Adjustment in the schedule of internal assessments is made during the confinement periods of female trainees. They are made to complete the assignments and practical after the confinement period in due course.

- ❖ In case of physiological problems, lady doctor is called for medical counseling and advice and sanction the leave on request.
- ❖ Guest lecturers are invited to inform the female teacher trainees about their legal rights and special concessions made available to them by the government.

7.3 STAKEHOLDER RELATIONSHIP

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

The institution ensures the access to the information on organizational performance to stakeholders in the following ways:

- ❖ College Website
- ❖ In the Annual Prize Distribution Program, the faculty and non teaching staff is felicitated by the Chief Guest. The institution's illustrious faculty is given due recognition for their academic and cultural achievements by felicitating them in faculty meetings and through the medium of the institute's annual magazine 'Parivartan'
- ❖ The information regarding faculty achievements and awards are displayed on the institution's notice board from time to time.
- ❖ The college magazine 'Parivartan' includes all the information about faculty's academic achievements, students achievements and the result of B.Ed., It also incorporates photographs of prize winners and Ph.D. recipients.

7.3.2 How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution uses the information about the organizational performance that is the academic and administrative successes and failures as feedback for qualitative improvements. It helps in the improvement of faculty's curricular transaction. The principal also has oral discussions with the faculty member who needs to improve.

After every activity, there is oral feedback form for the students in the Student council meeting. Towards the end of the academic year written feedback from teacher trainees is collected for assessing the teaching competency of teacher educators.

The teacher trainees also express their feelings, opinions and expectations on the farewell function organized at the end of the academic year.

7.3.3. What are the feedback mechanisms in vogue to collate and data from student, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement.

The valuable suggestions, which come from the stakeholders orally were given practical shape and implemented for quality improvement and stakeholder discusses their opinion on various program with the faculty of the institution.

7.4 Additional Information to be provided by Institutions opting for accreditation for 2nd cycle.

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

Reflection of core values of NAAC in the various functions of the institution as follows:

- ❖ Vision, Mission and objectives of the institution
- ❖ Admission Process : 75 to 80% student from reservation categories
- ❖ Establishment of IQAC
- ❖ Planning of the programs (Academic Calendar)
- ❖ Implementation of various activities
- ❖ Practical Training
- ❖ Moral and Spiritual Development Programmes
- ❖ Skill Development Programmes (Communication skill, Teaching skill, Group Discussion skill etc.)

- ❖ Special Lectures, Expert Lectures
- ❖ Lectures on Health and Yoga Education and practical on yoga education
- ❖ Celebration of National Festivals
- ❖ Implementation of Gender Awareness Programme
- ❖ Celebration of Birth & Death Anniversaries of Great Historical Personalities
- ❖ Linkages on Local, Regional, State and National Level
- ❖ Informal Career Guidance
- ❖ Use of ICT in Teaching-Learning Process

Initiatives taken by the institution regarding the recommendations given in peer team report of first assessment

Sr. No.	Recommendation	Initiatives
01	The GCE should create proper infrastructure with the minimum of two general lecture halls, five methods rooms, one multi purpose hall, one room for work experience and well furnished staff room, separate waiting room for boys and girls, separate hostel for boys and girls and compound wall. A canteen for the student and the staff may also be provided.	The institution has submitted the proposal regarding infrastructural development to Public Works Department. As soon as the PWD, Parbhani sanctions the proposal the institution will forward it to the Directorate of Higher Education for further sanction. The construction of the compound wall has been completed.
02	The compound wall also adds to beautification of the campus. The college should provide sufficient toilets with modern facilities for boys and girls since the facilities available at present are insufficient.	The compound wall has been constructed. Toilet facilities for boys and girls have been renewed.
03	All the laboratories should be equipped fully well by purchasing articles, equipment, tools and other materials required for the students for the conduct of practical in all labs viz., Science lab, Educational Technology lab, Psychology lab.	Some of the required articles, equipments, tools and other materials have been procured for Science lab, Educational Technology lab and Psychology Lab.
04	CD-ROMs on teaching school subjects, more on language teaching are the need of the hour.	CD-ROM related to school subjects have been purchased.
05	GCE should purchase new instructional materials and aids make arrangement for issuing to the students as and when they require for their teaching practice.	New instructional materials have been prouned, developed and provided to the students for teaching practice as per their need.
06	Faculty members should transact curriculum through modern methods by using modern equipment such as, OHP, CDs, etc.	The faculty members use OHP, PPP, CD for curriculum transaction. Also use multimedia for curriculum transaction.
07	Faculty should organize remedial teaching after diagnosing the difficulties of students since most of the students are from rural areas.	The faculty organize remedial teaching after diagnosing the difficulties of the students by conducting content test, micro teaching lessons, practice lessons, activities during intership and other practicums, special efforts are taken for the improvement of rural as well as urban students.
08	GCE should take necessary steps to purchase new furniture and made available to the students and staff.	New furniture has been purchased and been made available to students and staff.
09	The college may take steps to maintain link with the schools by organizing in service training programs for the teachers working in schools.	In service teacher training programme B.Ed. inservice is conducted by the institute under the agency of YCM Open University, Nasik. The college has established link with

		primary and secondary schools by organizing workshop on preparation of science project for in service teachers from all over the district.
10.	Steps need to be taken for obtaining a very systematic feedback from the heads of schools and teachers of the practice teaching schools and the students for improving the practice teaching and B.Ed. curriculum.	The feedback has been taken from the heads of the schools, teachers of the practice teaching schools and the students for improving the practice teaching and B.Ed. curriculum.
11.	GCE should arrange for providing the right type of internship training program in some of the practice teaching schools.	GCE has arranged the right type of internship training programme in five and more than five practice teaching schools.
12.	Faculty and students should be given orientation and training in ICT.	Faculty and students are given orientation and training in ICT.
13.	Lecturer for methods of teaching English should be appointed on regular/full time basis.	The need of full time lecturer for teaching English methodology has been fulfilled.
14.	The Government of Maharashtra should appoint Laboratory Technicians / assistants for all the labs with sanction.	Joint Director of Higher Education, Nanded region has appointed Laboratory Assistant.
15.	Activities in tutorials should be arranged in such way that the creative thinking, developing skills and in-depth understanding of the subject matter since tutorials are used only for preparing for examination.	Activities in tutorials have been arranged for creative thinking, developing skills and in-depth understanding in the subject matter. Remedies are suggested for better performance after evaluation. Besides this, the institution organizes Sadbhavana Fortnight viz: (1) V.V. Shriwadkar, Marathi Language Development Fortnight (Two week programmes) to develop creative thinking and in depth understanding of Marathi language. (2) Dr. Babasaheb Ambedkar Memorial Equity and Social Justice year (2015-16). (3) National Integration Campaign Week.
16.	Extension activities may be organized with GOs and NGOs in order to provide community orientation and personality development etc.	Extension activities have been organized with Zilla Parishad High School for preparation of science project for inservice teachers.
17.	GCE collects Rs. 600 from open category students and Rs. 540 from backward class students to meet out the academic expenditure of the students in the particular academic year. The GCE can prepare a balanced budget for the money collected from the students in consultation with the staff and students. Reasonable amount should be allotted for each department. Steps should be taken for auditing the accounts regularly with the internal auditing mechanism.	A balanced budget for the money collected from the students is prepared annually by the GCE. Staff and students are consulted and will audited by auditing mechanism.
18.	GCE may make arrangement for establishing Guidance and Counseling	Guidance and counseling are provided informally to students as per their need.

	center. Placement service should be one of the main services of the G and C center. The institution may invite the correspondents and other employers to the college for the campus interview, thereby help the students to get order for employment even before they complete the course.	Placement services are carried out by providing the list of employable candidates to the local schools. Students are also oriented informally about job opportunities and vacancies.
19.	Stocks of the various departments should be checked by the stock verification committee nominated by the Principal at the end of every year, since the stocks of various departments are not verified for the past so many years.	Stock verification has been carried out by the committee from the Govt. of Maharashtra.

Principal
Dr. Dhoot U.M.
Govt. College of education
Parbhani

Peer Team Visit Report – First Cycle

NAAC for Quality and Excellence in Higher Education

PEER TEAM REPORT

Government College of Education, Parbhani (Maharashtra)

SECTION I: INTRODUCTION

The Basic Training College, Dhulia, Maharashtra was up-graded and shifted to Parbhani in 1968 as Government College of Education, Parbhani. To begin with its intake capacity was 80. In 1972 its intake was increased from 80 to 100. Now the Govt. College of Education, (G.C.E.) Parbhani is affiliated to Swami Ramanand Teerth Marathwada University (SRTMU), Nanded. It has 5.5 acres of land. GCE is recognized by the Western Regional Committee NCTE from August 1999 vide its letter WRC/5-6/15/99/4609, dated 03.08.1999. GCE offered B.Ed. and M.Ed. from the beginning. It however discontinued the M.Ed. course from 1992 due to the non-fulfillment of the conditions of the NCTE.

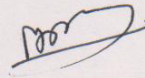
The college had started two years vocational B.Ed. Programme under the in-service training scheme to graduate untrained secondary teachers. GCE is a programme centre for a two year B.Ed. vocational programme of Yeshwantrao Chavan Maharashtra Open University, (YCMOU) Nashik. At present the GCE offers B.Ed. (formal) of SRTM University, Nanded.

GCE has 26 posts (Principal, 11 faculty and other administrative staff) sanctioned by the Government of Maharashtra, out of which twenty one are in position and five posts are vacant.

The GCE submitted the proposal for the assessment and accreditation in 2003. The institution has constituted a steering committee with the Principal as chairman, the librarian as the coordinator and three senior faculty members. The steering committee with the help of other faculty as members and the administrative staff prepared and submitted the Self-Appraisal Report in September 2003 to the National Assessment and Accreditation Council (NAAC), Bangalore. The NAAC constituted a peer team with Prof. Sohanvir S. Chaudhary, Project Director, School of Education IGNOU, New Delhi, as the Chairman; Dr. G. Pugazhenthii, Principal, Sri. Thiagarajar College

Draft Peer Team Report : Government College Of Education, Parbhani (Maharashtra)

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of Education, Madurai (Member) and Prof. Subbarayan Peri, Principal, IASE, Rashtriya Sanskrit Vidyapitham, a Deemed University, Under Govt. of India, Tirupati (Member). The peer team visited the Govt. College of Education (GCE), Parbhani (Maharashtra) during 27th and 28th December 2004. The peer team based on the interaction with the Principal, faculty, administrative staff, students, alumni and Joint Director (Higher Education), Govt. Of Maharashtra and the careful analysis of the records and documents provided by the College and submits the report.

SECTION II. CRITERION -WISE ANALYSIS

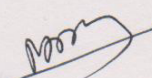
CRITERION 1: CURRICULAR DESIGN AND PLANNING

Government College of Education (GCE), Parbhani admits students for its B. Ed., course selected by Combined Entrance Test Cell, Pune, created by the Government of Maharashtra Government. As per information provided in the SAR, the academic year 2002-2003 had 248 working days, out of which 212 days were teaching days, out of which 32 days were allotted for practice teaching preparation days. However, the College did not produce the evidence to the Peer Team. GCE follows the curriculum developed and prescribed by Swami Ramanand Teerth Marathwada University, Nanded. The last revision of the B. Ed. curriculum was done in June 2001. Some of the faculty is the members of the curriculum designing committee of the University.

GCE collects and uses the feedback obtained informally from the teachers and heads of the practice teaching schools for reviewing the practice teaching programme and the curriculum. The feedback mechanism should be improved by adopting a more systematic approach. GCE. organizes Kalawantancha *shodh* a program meant for identifying the skills and the subject knowledge of B. Ed. students. But GCE failed to organize bridge and remedial courses. The institution did not arrange any enrichment programme for the candidates admitted late. The students have the flexibility in choosing an elective paper out of four papers offered by the College.

College – schools and community networking need to be created by organizing suitable extension programmes / activities for teachers and outreach programme for

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the public. GCE. focuses on community services in accordance with the University requirements. In 2002-03 students undertook a survey of illiterates in the area nearer to the college. Students are involved in the programme *Each-one Teach-one* in the process of eradication of illiteracy.

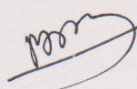
GCE is one of the programme study centers of YCMOU, Nashik for B. Ed. (vocational) and B. Ed. (associate). YCMOU, Nashik also used GCE as one of the study centers for its M. Ed. vacation from 1994 to 2000.

CRITERION 2: CURRICULUM TRANSACTION AND EVALUATION

Teachers mostly used the lecturer method for transacting the curriculum. Students are oriented towards variety of interactive teaching- learning strategies through group discussion, workshop, and project work. GCE. prepares calendar of activities and distributes to the students. The college functions from 11-20 a. m. to 5-45 p. m. daily with a lunch break of 45 minutes (5 hours and 40 minutes). Students teaching competencies are improved through interactive teaching-learning process adopted in microteaching, demonstration lessons, practice teaching and co-curricular activities.

A workshop of twenty days was organized in simulated setting to develop teaching skills. Five skills are practiced in small groups by following micro-teaching cycle. GCE has allotted three days for observing the classes of senior teacher's classes. Students are directed to prepare 12 lesson plans in each school subject (24 lesson plans for the 2 subjects chosen by them). Students are also asked to write observation and criticism by observing ten lessons of fellow students of the same subject and two lessons of the peer group students of other than their own subject. The faculty organized workshops of two days for each school subject for pedagogic-cum-content analysis.

Practice teaching is arranged in 15 schools in four phases. Each phase is of six working days. Students are divided into ten groups and attached to different schools under the leadership of one teacher, who is in-charge of the school. The teacher in-charge observes students in schools and guides them. Students and faculty are shifted from one school to other school on rotation basis in four phases of practice teaching.

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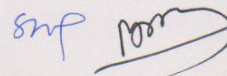
Faculty members have participated as resource persons and participants in various regional, state and national level seminars, workshops and conferences. The faculty self-appraisal report evaluates performance of the faculty members. Daily prayer and celebrations of festivals of all religions are used to provide value education and communal harmony in the college and the society.

The Science, Educational Technology and Psychology Laboratories are poorly equipped and under-utilized. The Science Laboratory is not equipped with the necessary instruments, equipment and other consumable items. Stock register is updated only up-to 1998. The record shows that GCE had not purchased any item for science lab and the stock register has not been verified since 1998.

Educational Technology laboratory has only obsolete equipment. Slide projector, epidiascope, and television were not in functional order. Curriculum related to educational technology is transacted without any equipment and the stock register was maintained up-to 1993 only. No purchase of equipment related to educational technology has made after 1993.

Psychology laboratory and educational technology laboratory are accommodated in one room only. The last entry for the purchase of equipment and tools was made on 10.03.1990. Students are expected to carry out a minimum of five experiments in Psychology in accordance with the university syllabus; whereas the students have completed three experiments in five days with a gap of one or two days. This needs to be organized in a phased manner immediately after giving the orientation of the particular unit. The curriculum is transacted without using any modern and innovative methods. GCE is not having the facility of using equipment of educational technology such as OHP, radio, tape recorder television, computer, CDs. Faculty and students require orientation and training in ICT and software in transacting the curriculum.

Evaluation of students is done in accordance with the scheme of SRTM University, Nanded. B. Ed. examination scheme provides for a maximum of 1200 marks. 700 marks are allotted to theory papers and 400 marks are allotted to practical activities. Teaching competency of the students are assessed by the practical examination board duly appointed by the university for the maximum of 100 marks i.e., 50 marks for each subject.



CRITERION 3: RESEARCH, DEVELOPMENT AND EXTENSION

GCE has nine teachers and the Principal. Out of nine teachers one lecturer taking English methodology is working on clock hour basis (CHB). Four permanent faculty members are selected and appointed through the Maharashtra Public Service Commission. The Director of Higher Education appointed four faculty members out of whom two teachers have not been confirmed since 1988, as they have not cleared SET. Four of them have completed their Ph.D. and two are approved guides for guiding M. Phil. and Ph.D. research. Four have completed their M. Phil. degree in education and the three teachers have registered for the Ph. D. programme.

UGC has sanctioned and released the financial assistance of Rs. 44,000 for the project entitled " Colleges of Education Libraries in Maharashtra: a survey ". The faculty of the College needs encouragement to undertake research, development and extension activities. Five out of nine teachers are members of various professional bodies.

CRITERION 4: INFRASTRUCTURE AND LEARNING RESOURCES

GCE is located in the main city of Parbhani in eleven acres of land that is shared by the District Institute for Educational Training (DIET). GCE is having a building with asbestos roof on a campus of 5.5 acres of land. GCE has inadequate infrastructure with only one multipurpose lecture hall. The library reading room, science and Educational Technology and Psychology laboratories are also used as subject methodology classrooms. There is a dearth of classrooms and laboratories in the College. Some more toilet facility with wash basin and mirror should be provided for the students.

GCE has library, of about 20,000 books as on 28th December 2004. Stock has not been verified last eight year. Process of computerizing the stock and issue of books has been initiated but needs to be completed. Library is well equipped with three

computers and other accessories. GCE subscribes to thirty four journals and periodicals, out of which twenty-one are in English, thirteen in Marathi and one in Hindi. Library has its committee headed by the Principal; but no meeting of library committee was convened since 1996. The library committee restricted its business only with that of condemning the books. The librarian with the help of students maintained various records and registers for the effective utilization of library. There is no technical staff sanctioned to the library.

GCE had submitted its plan and estimate to the regional Marathwada Development Statutory Board, Aurangabad and received a sum of Rs. 4 lakhs as furniture grants during the year 1999-2000. The infrastructure and human resources of GCE are used such as by various agencies for assembly and parliament election, State level examinations, YCMOU B. Ed., vocational B. Ed. (Associate) courses are conducted by the GCE.

GCE has no work experience room, where the students are expected to do SUPW which is prescribed in the curriculum. There are no facilities for Physical Education. Craft teacher has been assigned the responsibility of Physical Education GCE Science, Educational Technology and Psychology labs need to be modernized in order to cater to the present day needs.

CRITERION 5: STUDENTS SUPPORT AND PROGRESSION

31 students (15 SC, 02 ST, and 14 VJNT) got scholarship and 44 students belonging to other categories (04 PTC, 04 STC and 36 EBC) were given fee concession in 2003-04. There is no hostel facility for boys and girls, where as the female students are accommodated in the hostels of the nearby private / aided girl colleges. The institution has not formed Alumni Association and the placement cell. The services of the Alumni Association may be tapped for the benefit of the College. Academic and personal guidance and counselling cell may be created and made functional for the students. GCE has been maintaining cent percent results since the last four years.

CRITERION 6: ORGANISATION AND MANAGEMENT

The Government of Maharashtra governs GCE, and takes all policy decisions. Rules and regulations of the Government are applicable to this college also. However the GCE has constituted many committees for smooth functioning of administration. These committees are not functioning effectively for the past six years. The Government of Maharashtra gave administrative sanction with the efforts of the Principal but financial sanction is awaited. As reported by the Principal proposal for up-gradation of the college as Institute of Advanced Studies in Education (IASE), Network Resource Center, the status of research center of SRTM University, Nanded are under consideration by the State Government. Teaching and non-teaching staff is recruited through Maharashtra Public Service Commission.

GCE collected fees prescribed by the Government from students Rs. 8000 towards tuition fees and Rs. 540 as other fees in 2001-02; Rs. 10000 towards tuition fees and Rs. 540 as other fees in 2002-03; Rs. 10500 towards tuition fees and Rs. 600 as other fees in 2003-04 and 2004-05.

The teaching and non-teaching staff are eligible for various welfare schemes of Government of Maharashtra. There is no internal audit and grievance redressal mechanism in the college. GCE is exempted from having endowment fund and reserve fund, since it is a Government institution. The GCE has strategic planning, team-work and computerization in certain areas such as library and official correspondence. Two non-teaching staff has participated in 28 days departmental training. GCE may get academic and financial support with SCERT and NCERT.

RECOMMENDATIONS

- ◆ The GCE should create proper infrastructure with the minimum of two general lecture halls, five methods rooms, one multi purpose hall, one room for work experience and well furnished staff room, separate waiting room for boys and

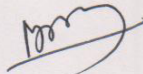
Draft Peer Team Report : Government College Of Education, Parbhani (Maharashtra)

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[Signature]
7

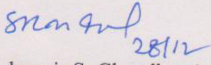
girls, separate hostel for boys and girls and compound wall. A canteen for the student and the staff may also be provided.

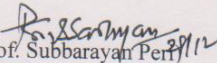
- ◆ The compound wall also adds to beautification of the campus. The college should provide sufficient toilets with modern facilities for boys and girls since the facilities available at present are insufficient.
- ◆ All the laboratories should be equipped fully well by purchasing articles, equipment, tools and other materials required for the students for the conduct of practical in all labs viz., Science lab, Educational Technology lab, Psychology lab.
- ◆ CD-ROMs on teaching school subjects, more on language teaching are the need of the hour.
- ◆ GCE should purchase new instructional materials and aids and make arrangement for issuing to the students as and when they require for their teaching practice.
- ◆ Faculty members should transact curriculum through modern methods by using modern equipment such as, OHP, CDs, etc.
- ◆ Faculty should organize remedial teaching after diagnosing the difficulties of students since most of the students are from rural areas.
- ◆ GCE should take necessary steps to purchase new furniture and made available to the students and staff.
- ◆ The college may take steps to maintain link with the schools by organizing in service training programs for the teachers working in schools.
- ◆ Steps need to be taken for obtaining a very systematic feedback from the heads of schools and teachers of the practice teaching schools and the students for improving the practice teaching and B. Ed. curriculum.
- ◆ GCE should arrange for providing the right type of internship training program in some of the practice teaching schools.
- ◆ Faculty and students should be given orientation and training in ICT.
- ◆ Lecturer for methods of teaching English should be appointed on regular/full time basis.
- ◆ The Government of Maharashtra should appoint Laboratory Technicians / assistants for all the labs with sanction.

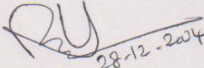
- ◆ Activities in tutorials should be arranged in such way that the creative thinking, developing skills and in-depth understanding of the subject matter since tutorials are used only for preparing for examination.
- ◆ Extension activities may be organized with GOs and NGOs in order to provide community orientation and personality development etc.
- ◆ GCE collects Rs.600 from open category students and Rs. 540 from backward class students to meet out the academic expenditure of the students in the particular academic year. The GCE can prepare a balanced budget for the money collected from the students in consultation with the staff and students. Reasonable amount should be allotted for each department. Steps should be taken for auditing the accounts regularly with the internal auditing mechanism.
- ◆ GCE may make arrangement for establishing Guidance and Counseling center. Placement service should be one of the main services of the G and C center. The institution may invite the correspondents and other employers to the college for the campus interview, thereby help the students to get order for employment even before they complete the course.
- ◆ Stocks of the various departments should be checked by the stock verification committee nominated by the Principal at the end of every year, since the stocks of various departments are not verified for the past so many years.

snf


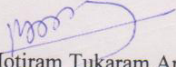
The Peer Team appreciates the cooperation extended by the Management, the Principal, teaching and non-teaching staff and the students of the College. The Team wishes the College the bright future.


(Sohanvir S. Chaudhary)
Chairperson


(Prof. Subbarayan Periyasamy)
Member


(Dr. G. Pugazenthi)
Member

I agree with the observations and suggestions made in the report.


(Shri Motiram Tukaram Aran)
Principal
Government College of Education, Parbhani
Maharashtra

Principal
Government College of Education,
Parbhani

**GOVERNMENT COLLEGE OF EDUCATION,
PARBHANI**

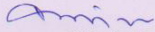
DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this 'Self Appraisal Report' (SAR) is true to the best of my knowledge.

This SAR has been prepared by the institution after internal discussions with the faculty and no part there of has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit to the institution.

Place :- Parbhani
Date :- 29/11 /2016


Principal
Government College of Education,
Parbhani

GOVERNMENT COLLEGE OF EDUCATION, PARBHANI

Mapping of Academic Activities of Institution 2014-15 Academic Calendar

Month	June		July			August			September				October				November				December				January			February			March			April																
Activity/Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42								
Admission Process																																																		
Orientation of Course																																																		
Theory teaching																																																		
Workshop (TAW, MT & BL, PW & ICT)																																																		
sessional Work-c Test/ Assign/Project																																																		
Seminar (preparation & Presentation)																																																		
Simulation & Practice Lesson, Final Lesson Exam																																																		
Internship Programme																																																		
Co-curricular & extra-curricular Activities																																																		
Practical Work (Psychology Expt. & Comp & Phy. Edu.)																																																		
Examination (C.T./S.T./ Prelim. Exam/)																																																		
Examination Preparation Leave																																																		
University Exam																																																		

Note:- A week is of six working days,
The table covers the entire academic session.

Dr. Jadhav P. M.
Administrative Dean

Dr. Subhedar B.P.
Academic Dean

Dr. Dhoot U.M.
Principal

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GOVT. COLLEGE OF EDUCATION, PARBHANI

**Evaluation of Teachers by Students
Academic Year 2015-2016**

Suggestions:

There are some indicators given below for assessing the qualities of teacher educators.

Instructions:

- i) Please put ✓ mark for correct options.
- ii) Mention your opinion or suggestions wherever necessary.

This information will be kept confidential.

Quality Indicators	Excellent	Good	Satisfactory	Average	Poor
Qualities					
Subject knowledge					
Mastery over teaching methodology					
Communication skills					
Sincerity/Commitment teacher					
Creation of interest among student teacher					
Imagination					
Innovativeness					
Motivating					
Personality					

State your opinion / suggestions regarding teaching learning practices.

Strengths _____

Suggestions _____

Principal
 Government College of Education,
 Parbhani

TEACHER APPRAISAL REPORT

For Self Appraisal of Teachers

i) General Information

- a) Name:
- b) Address (Residential):
- c) Designation:
- d) Department:
- e) Date of Birth:
- f) Area of Specialization:

A) Academic Qualifications:

Exam Passed	Board/ University	Subjects	Year	Division/Grade / Merit etc.
High School				
High Secondary or Pre-degree				
Bachelor's Degree(s)				
Master's Degree(s)				
NET/SET				
Research Degree(s)				
Other Diploma/ Certificates etc.				

- ❖ Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately.)		
Research Guidance (give names of students guided successfully)		
Training (Please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College/Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc., etc. Hons.)		
v) P.G. (M.A./M.Sc., etc.)		
vi) M.Phil.		
vii) Any other		

Total Teaching Experience : _____
a) Under Graduate (Pass) : _____
b) Under Graduate (Hons): _____
c) Post graduate : _____

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching Methods.
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material Including books, reading materials, Laboratory manuals etc.
- f) Remedial teaching/student Counseling (Academic)
- g) Any other.

ix) Extension work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work such as values of National Integration, Secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms. Etc.
 - ii) National Literacy Mission:
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

D) Participation in Corporate Life

Please give a short account of your contribution to:

1. College/University/Institution.
2. Co-Curricular Activities
3. Enrichment of Campus Life (Hostels, sports, games, cultural activities)
4. Students Welfare and Discipline.
5. Membership / Participation in Bodies / Committees On Education and National Development.
6. Professional Organization of Teachers.

- E) (a) Membership of Professional Bodies, Societies etc.
- (b) Editorship of Journals.
- F) Any other Information.

(Signature of the Teacher)

Value Framework for assessment of Higher Education Institution and Suggested Parameters

Values	Suggested Parameters
1. Contribution to National	<ul style="list-style-type: none"> ❖ More access with equity. ❖ Developmental thrust in identification of research areas and academic programmers. ❖ National integral programmers.
2. Fostering Global Competencies among students	<ul style="list-style-type: none"> ❖ Development of generic skills ❖ Development of application skills ❖ Computer linear programmer and access internal
3. Inculcating value System in students	<ul style="list-style-type: none"> ❖ Value integration in academic programmer ❖ Value integration in management practices ❖ Value inculcation through co-curricular and extra-curricular activities
4. Promoting the Use of Technology	<ul style="list-style-type: none"> ❖ For enrichment of learning ❖ For increasing the access – online Programmers ❖ For system management
5. Quest for Excellence	<ul style="list-style-type: none"> ❖ Best Practices application

Principal,
Govt. College of Education,
Parbhani

A brief note on teacher education scenario in the state

(Rules, regulations and policies on academic and administrative governance issued by the State and Central Govt. / regulatory bodies and affiliating University)

The Government College of Education Parbhani has a long standing of 48 years and it is running from the academic year Since 1968 as Govt. Resolution No. STC 2268-G Sachivalaya annex, Bombay-32 Dated 15 June, 1968S. It is one of the institutions, out of 12 teacher training institutions run by state Government in the State of Maharashtra through Higher and Technical Education department. The National Council for Teacher Education (Recognition Norms & Procedure) Regulations, 2009 has come into force with effect from the date of their publication in the Official Gazette. These new regulations was published in the Gazette of India, Extraordinary, Part III Section (4) vide Notification No. F-51-1/2009/NCTE (N&S), Dated 31 August 2009 & subsequently amended vide notification No.F-48-3(1)2008 NCTE (N&S) dated 30 March 2010, again Notification No.F.51-1/2014-NCTE (N&S) Regulation, 2014. These Regulations are applicable to all matters relating to this institution along with all teacher education programs covering norms and standards and procedures for recognition of institutions, commencement of new programs and addition to sanctioned intake in existing programs and other matters incidental thereto.

Institution runs Bachelor of Education (Regular) one year course. NCTE is recognized the program vide WRC/5-6/21/99/3786, Dt. 7th June 2000 with intake 100 upto 2014-15. As per NCTE Notification No.F.51-1/2014-NCTE (N&S) Regulation, 2014 intake capacity of the institution is 50 from 2015-16. Admission for the Regular B.Ed. course running in Government along with Non Government colleges of education in the state through the Centralized Admission Process (CAP) by conducting the Common Entrance Test (CET) according to merit as per the Govt. Resolution NGC-2004/ (41/4) Mashi-3 dated 16 February 2004 by Director of Education (Higher Education) Maharashtra State, Pune, through single window system. Qualifying marks in CET plus merit by considering the total percentage of marks secured by the candidate at the degree level decide the total score for the admission for the course upto 2014-15. From 2015-16 the same procedure is conducted by dept. of Higher and Technical Education of State Govt. and qualifying marks in CET is the score for the admission.

The college is owned and conducted institution as such; it is functioning under common formulated Govt. policies, regulations and order in respect of staff, students, academic, administrative and financial functions. Therefore, Maharashtra civil services rules i.e. salary rules & revise salary rules, leave rules, general service conditions rules, superannuation rules, honorarium, conveyance & house rent rules, travelling allowance rules, general provident fund rules, treasury rules, law of Govt. Quarters, Govt. G. R. & Notification and as such rules frame by state Govt. time to time are applicable to the institution.

UGC regulations of minimum qualification of teachers and other academic staff in Universities & colleges and measures for the maintenance of standards in higher education 2010 has published in the gazette of India, part III section 4 and it is comes into force from 30 June 2010. These regulations are issued for minimum qualification for appointment & other service conditions of University & college teachers for the maintenance of standards in higher education and revised of pay scales, career advancement norms/regulation formulated in consultation with NCTE which is accepted by the State Govt. Higher and Technical Education Department G.R. No. lafd.kZ&2011/25/11) UN-1, Mantralaya Mumbai, dated 15 Feb. 2011.The conditions in respect of superannuation age of the principals & teachers also revised by State Govt. higher & technical department G.R. No. 1 afd.kZ/2010/


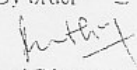


(502/10) UN-1, mantralaya Mumbai, dated 25 Feb. 2011 and Dt 5 March, 2011.

The college also is abiding by the affiliating University in respect of some of these parameters. Hence, the University Act, ordinances, Statutes and notification are also applied while working under twin authority.

The institution is permanently affiliated to Swami Ramanand Teerth Marathwada University, Nanded. There is a continuation of affiliation to the college of affiliating university. (Copy enclosed). The new rules & regulation in respect of eligibility of admissions, selection procedure, casual admission, fees structure, evaluation of internal assessment, (Grading system) medium of instruction, Norms for passing B. Ed. examination, giving General objectives & scheme of examination for the reframed B.Ed. course are notified by the affiliating University from 2010, again from 2014-15. Examination leading from 2010-2011, again from 2014-15. It is applied for faculty of education, the degree of Bachelor of education ordinance 2010. It comes in to force with effect from 2010-2011. The regular faculties are working in the institution. The instructional facilities are sufficient. The college has its own building. Thus the institution has been working with quest for excellence in teacher education.

Principal
Dr. Dhoot U.M.
Govt. College of Education
Parbhani

**GOVT. COLLEGE OF EDUCATION, PARBHANI
OLD NCTE Order**

<p>राज्य शिक्षा परिषद् (सरकार का एक विधिक संस्थान) पश्चिम क्षेत्रीय समिति</p>	 नन्दिनन्दने धाम NCTE	<p align="right"><u>NCTE</u></p> <p>National Council for Teacher Education (A Statutory Body of the Government of India) Western Regional Committee</p>						
<p>No. WRC/5-6/15/99/4609</p>	<p>Date: 3-8-99</p>							
<p>Order</p>								
<p>In exercise of the authority vested under Section 14(3)(a) of the National Council for Teacher Education Act, the Western Regional Committee grants provisional recognition to Govt. College of Education, Jintoor Road, Parbhani for the B.Ed. course for the academic session 1999-2000 with an annual intake of 100 students subject to the removal of the following deficiencies/fulfillment of the conditions -</p>								
<p>Building be provided as per NCTE norms. Staff be provided as per NCTE norms.</p>								
<p>The institution is advised to send a compliance/progress report as to the removal of deficiencies/fulfillment of the conditions to the Western Regional Committee by September 30, 1999.</p>								
<p>By order  Regional Director</p>								
<p>de- <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">1</td> <td style="width: 20px;">3</td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">2</td> </tr> </table></p>			1	1	3	1	2	2
1	1	3	1	2	2			
<p>Member Secretary, National Council for Teacher Education, New Delhi 110 016. Principal, Govt. College of Education, Jintoor Road, Parbhani 431 401 (M.S.) Registrar, Swami Ramanand Teerth Marathwada University, Nanded.</p>								
								
<p> Principal Govt. College Of Education Parbhani-431401</p>								
<p>स भवन, श्यामला हिल्स, भोपाळ-462 002 Manash Bhawan, Shyamla Hills, Bhopal - 462 002 दुरधारा/ Phone : 530912, 739672 फैक्स/Fax : 0755-530912 E-mail : dir@nctbpl.mp.nic.in</p>								

GOVT. COLLEGE OF EDUCATION, PARBHANI
NEW NCTE Order

अध्यक्षता शिक्षा परिषद
 शिक्षा विभाग का एक विधायक संस्थान
 परिचय लेखिका समिति

National Council for Teacher Education
 (A Statutory Body of the Government of India)
 Western regional Committee

F.No. WRC/113122/2015 1147198 Date: 31.10.15

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1983(73 of 1983), and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2002, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. And whereas, the Govt. College of Education, Jintoor Rod, Parbhani, Maharashtra by affidavit dt. 08.01.2015 had consented to come under new Regulations and sought for one basic unit in B.Ed., which require additional facilities

3. And whereas, it has been decided to permit the institution to have one basic unit of 50 students subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional building area (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- II. The applicant institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb; 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institution shall not be permitted to admit students for the academic year 2016-2017.
- IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc. the institution shall be required to submit a copy of the Honble Court order/triply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Honble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint/cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Govt. College of Education, Jintoor Rod, Parbhani, Maharashtra for conducting B.Ed programme of two years duration with an annual intake of 50 students (one basic unit of 50 students) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont.....2


मानस भवन, श्यामला हिल्स, भोपाल-462002
 दूरभाष/ Phone: 0755-2739872, 2660975, 2660379, 2660372 फ़ैक्स/ Fax: 0755-2660912
 Email: wrc@ncte-india.org Website : www.nctewrc.co.in
 NCTE HQs Website : www.ncte-india.org

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.
6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.
7. The Institutions shall maintain & update its web site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-
- a) Sanctioned programmes along with annual intake in the institution;
 - b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
 - c) Name of faculty members who left or joined during the last quarter;
 - d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
 - e) Fee charged from students;
 - f) Available infrastructural facilities;
 - g) Facilities added during the last quarter;
 - h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
 - i) The affidavit with enclosure submitted along with application.
 - j) The institution shall be free to post additional relevant information, if it so desires.
 - k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order no. WRC/5-8/15/99/4608-4610 dt. 03.08.1999 and WRC/5-8/22/2000/7426-25 dt. 04.10.2000 be treated as cancelled from the date of issue of this revised order.

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054.

By Order,

(Sunil Shrivastava)
Regional Director

Copy to:

1. The Principal/Secretary, Govt. College of Education, Jintoor Rod, Parbhani, Maharashtra.
2. The Registrar, Swami Ramanand Teerth, Marathwada University, Nanded, Maharashtra
3. The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shantaji Phavar, New Delhi - 110 031.
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
6. The Computer Programmer, Computer Section, WRC, (NCTE), Ehopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
7. Office Order file/institution no. 113122.

T.C.

PRINCIPAL
Govt. College of Education
PARBHANI

Regional Director

Principal
Dr. Dhoot U.M.
Govt. College of education
Parbhani



Government Of Maharashtra
Govt.College Of Education,
(CTE)
Parbhani

Web : getepbn.org.in

Email : getepbn@gmail.com

Office (02452)240015

Fax No.(02452)240817

Principal House (02452)240032

Certificate of Compliance

(Affiliated/Constituent/Autonomous College and Recognized Institutions)

This is to certify that Government College of Education, (C.T.E.) Parbhani fulfils following norms.

- ❖ Swami Ramanand Teerth Marathwada University Nanded. Has given permanent affiliation from 21/11/2012 under the rule and regulations of B.C.U.D. Nanded. In the year 2012-13.
- ❖ The N.C.T.E. granted reorganization to Govt. College of Education, Parbhani for the B.Ed. course with annual intake of 50 students, revised order vide letter F. No. WRG/113122/2015/147198 Date 31/05/2015. The institution has completed the required conditions given in N.C.T.E. order.

The institution has completed all the conditions given in the N.C.T.E. recognised order.



Principal

Dr. Dhoot U.M.
Govt. College of education
Parbhani

Principal
Govt. College Of Education
Parbhani-431401

GOVT. COLLEGE OF EDUCATION, PARBHANI
College Registration Order

Training of Secondary Teachers
 Opening of new Govt. Colleges of
 Education during 1968-69.

Government of Maharashtra,
 Education and Social Welfare Department,
 Resolution No. STC 2032/68
 Sachivalaya Annex, Bombay
 15th June 1968.

Re:- Letter No. 191/598-C, dated 21st April 1968 from the
 Director of Education, M.S., Poona.

Resolution: It has been decided by Government that in every District in the State there should be at least one College of Education (Secondary Training College). At present only the Districts of Wanded, Parbhani, Guldhana, Yeotmal and Kolaba do not have a College of Education. With a view to providing Colleges of Education in these Districts it has been decided as under:-

(A) The Graduate Basic Training Centre, Daulia should be shifted from the current academic year (i.e. 1968-69) and it should be established as a Government College of Education at Parbhani providing courses leading to B.L.D. degree. The furniture etc. of the Centre should also be shifted to Parbhani. The existing posts at the Government Basic Training College, Daulia which should continue after the shifting of the Centre and its re-establishment as Government College of Education at Parbhani, the posts to be abolished and posts to be newly created upto 27th February 1969 in the first instance, as also provisions for T.A. and contract and non-contract contingencies at the disposal of the College of Education of Parbhani are indicated in Appendix A. The Government College of Education, Parbhani should be accommodated in the existing building of the Government Junior College of Education so as to develop it into a comprehensive College of Education. The existing post of the Principal, Government Junior College of Education, Parbhani should be held in abeyance until further orders. Sanction is also accorded to the expenditure of Rs. 3,000/- (Rs. Three thousand only) on account of the shifting of the Graduate Basic Training Centre, Daulia to Parbhani.

(B) (1) The Government Junior College of Education, Sai, Dist. Satara, Government Additional Junior College of Education for Men, Amravati and Government Additional Junior College of Education for Women, Amravati should be closed down from the academic year 1968-69 and instead, three new Government Colleges of Education should be established respectively at Wanded, Guldhana and Yeotmal from the academic year 1968-69. The furniture etc. at the three Junior Colleges of Education should be shifted to the new places. For the use of the Colleges of Education as under:-

- | From | To |
|---|---|
| 1) Government Junior College of Education, Sai, Dist. Satara. | 1) Government College of Education, Wanded. |
| 2) Government Additional Junior College of Education for Men, Amravati. | 2) Government College of Education, Guldhana. |
| 3) Government Additional Junior College of Education for Women, Amravati. | 3) Government College of Education, Yeotmal. |

Amir Khore

Amir
Principal
 Govt. College Of Education
 Parbhani-431401



Each of the three colleges should be provided with staff and expenditure as indicated in Appendix 'B'.

(11) Sanction is therefore accorded to the creation of the new posts as indicated in Appendix 'B' in each of the three Government Colleges of Education at Manded, Buldhana and Yeotmal with immediate effect during the current year and till the end of February 1969 in the first instance. The incumbents of the posts shown in Appendix A and Appendix B should be held eligible for D.A. and other allowances as admissible under the rules from time to time.

(12) Government is also pleased to direct as under:-

(i) The Government College of Education, Manded, should be accommodated in suitable rental premises and should gradually be developed into a comprehensive College. The post of Principal, Government Junior College of Education at Manded, should be held in abeyance until further orders.

(ii) The Government College of Education at Buldhana should be accommodated in the building of the Government Junior College of Education, Buldhana and should be developed into a comprehensive college. The post of Principal, Government Junior College of Education, Buldhana should be held in abeyance until further orders.

(iii) The Government College of Education at Yeotmal should be accommodated in the building of the Government Junior College of Education, Yeotmal and should be gradually developed into a comprehensive College. The post of Principal, Government Junior College of Education, Yeotmal should be held in abeyance until further orders.

(iv) The existing posts at the 3 Junior Colleges of Education to be closed down i.e. those mentioned in Paragraph 1.B(1) above should be treated as abolished with the creation of the staff of new Government Colleges of Education.

(v) Sanction is also accorded to the expenditure of Rs. 9000/- (Rs. Nine thousand only) @ Rs. 3000/- per College for shifting of the furniture etc. of the College as indicated above.

2. The action taken by the Director of Education, Maharashtra State, Poona in submitting the applications for affiliation of the four Government Colleges of Education at Parbhani, Manded, Buldhana and Yeotmal to the Universities of Marathwada and Nagpur and incurring expenditure of Rs. 1,200/- (Rs. one thousand and two hundred only) on account of application fees @ Rs. 300/- per College in anticipation of Government sanction is approved.



T. C.
Principal
Govt. College of Education
Parbhani-431401
Principal
PRINCIPAL
Govt. College of Education
PARBHANI

3. The expenditure involved in the proposal sanctioned in paras 1(A) & 2 above should be debited to the budget head "20-Education-1-University-D-Govt. Professional Colleges-D-3-Training Colleges for Secondary Teachers - Demand No:50" and should be met from the sanctioned grants thereunder during the current financial year i.e. 1962-69.

4. The expenditure on account of the proposal sanctioned in para 1(B) above should be debited to the budget head "20-Education-1-University-D-Govt. Professional Colleges-D-3-Training Colleges for Secondary Teachers - Demand No:50" and should initially be met from out of the advance of Rs.56,000/- from the Contingency Fund sanctioned under Government Memorandum, Finance Department, No. CNF-1158/73/XVII dated 12th June 1962.

The advance from the Contingency Fund should be recouped by means of a token Supplementary Demand in ensuing Session of the Legislature. The Director of Education, Maharashtra State, Poona should be requested to forward to the Government in Finance Department and Education and Social Welfare Department and also the Accountant General, Bombay and the Senior Deputy Accountant General, Nagpur, monthly progress report from the date of the advance by the prescribed dates without fail. The Director of Education, Maharashtra State, Poona, should also be requested to forward the requisite proposals for the re-appropriation of funds in the prescribed proforma in due course.

This Resolution issues with the concurrence of the Finance Department, vide its u.o.r. No. 12/757-II dated 12th June 1962.

By order and in the name of the Governor of Maharashtra.

Sd./

(V.S. Mathkar)

Under Secretary to the Government of Maharashtra, Education and Social Welfare Department.

- The Director of Education, Maharashtra State, Poona.
- The Dy. Directors of Education of all Districts.
- The Accountant General, Bombay.
- The Sr. Dy. Accountant General, Nagpur.
- The District Treasury Officers, Parbhani/Wandod/Puldhana/Yeotmal.
- The Principal, Government Junior College of Education, Wai, Dist. Satara.
- The Principal, Govt. Junior College of Education for Men, Amravati.
- The Principal, Govt. Junior College of Education for Women, Amravati.
- The Principal, Graduate Basic Training Centre, Dhulia.
- The Finance Department.
- The 'A' Branch of the Education & Social Welfare Department.
- The 'B' Branch of the Education & Social Welfare Department.
- The 'L' Branch of the Education & Social Welfare Department.

Pat/12-6-62



Amir
Principal
Govt. College Of Education
Parbhani-431401 *Amir*

Principal
Dr. Dhoot U.M.
Govt. College of education
Parbhani

GOVT. COLLEGE OF EDUCATION, PARBHANI
2f-12B Certificate

UNIVERSITY SWANTS MISSION
V.H.DUR CHAH ZAFER MARG
NEW DELHI

No.F.6-86/08(CPD-I)

No. 1, November, 1995

The Registrar,
Swami Ramanand Teerth
Marathwada University,
Nanded-431603.

3 जनवरी 1996
JAN 1996

Sub: List of colleges prepared under Section 2(f) of the UGC Act, 1956 - Transfer of Colleges from Marathwada University, Aurangabad to Swami Ramanand Teerth Marathwada University, Nanded.

Sir,

With reference to your letter No. Acad/Affil/95-96/3108 dated 1.6.95 on the above subject, I am directed to say that the names of the following colleges have been transferred from Marathwada University, Aurangabad to Swami Ramanand Teerth Marathwada University, Nanded in the list of colleges prepared under Section 2(f) of the UGC Act, 1956 :

NON-GOVERNMENT COLLEGES

Sl. No.	Name of the College	Year of Estt.
A.	Colleges teaching upto Bachelor's Degree	
	<u>Affiliated Colleges</u>	
1.	Azad Mahavidyalaya Ausa, Distt. Latur Shri Shaikh P.V. (Not declared fit to receive assistance from UGC and other central sources under Sec. 12(B) of the UGC Act, 1956)	1991-92
2.	Bahirji Smarak Mahavidyalaya Basmathnagar-431 512 (District Parbhani) (On temporary affiliation upto June, 1990) Prof. K.M. Patil	1971
3.	Devenad College of Law Latur-413 512 (District Latur) Shri Shivraj B. Patil	1971

18. The M.S.P. Mendal's Shri Shivaji College of Arts, Science & Commerce, Parbhani-431 401. 1961
Shri S.N. Karande

GOVERNMENT COLLEGES:

A. COLLEGES TEACHING UPTO BACHELOR'S DEGREE

- Govt. Ayurvedic College Nanded-431601. 1967
(On temporary affiliation upto June 1990)
I/C Dean S.M. Sathva

B. COLLEGES TEACHING UPTO POSTGRADUATE DEGREE

- 40 ✓ 1. Govt. College of Education Parbhani-431 401. 1968
(On temporary affiliation upto June 1988)
Shri V.N. Kulkarni
- 41 2. Govt. College of Education Nanded-431 601. 1968
(On temporary affiliation upto June 1988)
Shri R.G. Sakhare

The University may if it so desires send the proposals of remaining colleges for inclusion under Section 2(f) in the prescribed proforma (copy enclosed).

Yours faithfully,

(B.S. Mahata)
Under Secretary

Copy to:-

1. The Registrar, Marathwada University, Aurangabad.
2. S.O. FD-III, UGC, New Delhi.
3. The Secretary, Government of India, Ministry of Human Resource Development, Deptt. of Education, T-14 Section, New Delhi.
4. Joint Secretary, UGC Office, Industrial Chemical Laboratory, Near Poona University Campus, Pune-411 007.

...7/-



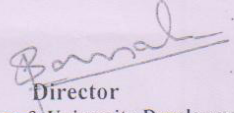
(G) :

41. The Principal, Shri Mahatma Saswashwan Mahavidyalaya, Latur-413512. Distt. Latur
42. The Principal, Shri Shivaji College of Arts Commerce and Science, Kandhar-431 714. (Distt. Nanded)
43. The Principal, Sharda Shuwan Education Society's Yeshwant Mahavidyalaya, Nanded-431501.
44. The Principal, Shri Havagiswami College, Udgi-413517. Distt. Latur
45. The Principal, The H.S.P. Mandal's Shri Shivaji College of Arts, Science & Commerce, Parbhani-431 401.
46. The Principal, Govt. Aurvedic College, Nanded-431 501.
- ✓ 47. The Principal, Govt. College of Education, Parbhani-431 401.
48. The Principal, Govt. College of Education, Nanded-431 501.
49. Guard File.

(D.D. Mehta)
Section Officer

Principal
Dr. Dhoot U.M.
Govt. College of education
Parbhani

Affiliation letter of the University

 <p>स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ नांदेड- ४३१६०६ (महाराष्ट्र)</p>	<p>SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED-431606, MAHARASHTRA STATE, INDIA.</p> <p>Established on 17th September 1994 - Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade</p>			
Academic (Affiliation) Section				
Phone: (02462) 229300,229243 Fax : (02462) 229574	Website: www.srtmun.ac.in	E-mail: beudsrtmun@gmail.com		
Ref.Acad./Affil-03/2015-16/ 360	Date: 08/07/2016			
::CERTIFICATE::				
<p>This is to certify that Govt. B.Ed. College Parbhani, Dist. Parbhani, is Permanent affiliated to this University under the faculty of Education.</p> <p>Following Courses/Branches are given affiliation to the academic year 2016-17.</p>				
Sr. No.	Course/Branch	Duration	Unit	Intake
01.	B.Ed.	02 Years	01	50
 Director Board of college & University Development				
<p>To,</p> <p>✓ The Principal Govt. B.Ed. College Jintur Naka, Parbhani, Dist. Parbhani- 431 401</p> <p>The Joint Director Higher Education, Nanded Region, Government Polytechnic College Campus, Nanded.</p>				

GOVT. COLLEGE OF EDUCATION, PARBHANI
UGC Grant Certificate
A Xth Plan allocation Certificate

University Grants Commission
Western Regional Office
Ganeshkhind, Pune-411007

No F-3 -1/2006 (Accounts/WRO)

Date:1-05-06

The Principal
Government College of Education
Parbhani
Parbhani -

Sir,

Please find enclosed here with a Demand Draft No. 74407 dt.27-04-06 for Rs 169932/- representing the release of grants in aid under Col Dev. Scheme - X Plan - as per the sanction issued by this Office vide letter no. 12-2/03 dated 31-3-06

Kindly acknowledge of this letter.

५१-५१-२१३
1000
15/5/06

नाम:
दिनांक: 15/5/06

Yours faithfully,
Sd/-

(Joint Secretary)

(Since it is a computer generated letter, signature is not necessary)

Copy to F. No 12-2/03 (WRO)

Principal
Dr. Dhoot U.M.
Govt. College of education
Parbhani

GOVT. COLLEGE OF EDUCATION, PARBHANI
ANNUAL PLAN OF 2014-2015
(Academic Calendar)

Sr. No.	Month and Date	Activity	Incharge Professor
1.	16/06/14	Opening of the academic year Staff Meeting	Principal ,All faculties
2.	22/07/14	Distribution of Workload	All faculties
3.	26/06/14	Rajarshi Shahu Birth Anniversary	All faculties, Non teaching staff
4.	23/07/14 To 31/07/14	Formation of Admission Committee, Admission Process First Round	Institutional Admission Committee
5.	03/08/14 To 06/08/14	Talent Search Programme	Smt. Solunke S.S.
6.	05/08/14To 08/08/14	Admission Process Second Round	Institutional Admission Committee
7.	01/08/14	Lokmanya Tilak Death Anniversary & Annabhau Satheye Birth Anniversary	All faculties, Non teaching staff
8.	03/08/14	Krantisinha Nana Patil Birth Anniversary	All faculties, Non teaching staff
9.	13/08/14 To 16/08/14	Admission Process Third Round	All faculties, Non teaching staff
10.	15/08/14	Independence Day	All faculties, Non teaching staff
11.	20/08/14	Sadbhavana Din	House -1 Smt. Solunke
12.	18/08/14	Ahilya Devi Holkar Death Anniversary	House -1 Smt. Solunke
13.	18/08/14 To 29/08/14	Curriculum Orientation Programme, Introduction of Co- Curricular Activities ,Interviews & Allotment of Second Method, Optional Paper	Dr. Joshi P.D. & All faculties
14.	31/08/14	Spot Admission	Institutional Admission Committee
15.	01/09/14	Teaching of Theoretical Papers	All faculties
16.	02/09/14	Principal's Address	Principal
17.	05/09/14	Teacher's Day	House -1 Smt Solunke
18.	08/09/14 To 13/09/14	Foundation of Student Council	Dr. Kauthalkar P.A.
19.	11/09/14	Maharshi Walmiki Birth Anniversary	House -1 Smt Solunke
20.	14/09/14	Hindi Din	House -1 Smt Solunke
21.	17/09/14	Marathwada Mukti Sangram Din & S.R.T.M.U. Foundation Day	House -1 Smt Solunke
22.	22/09/14To 14/10/14	Micro Teaching Workshop	Dr. Bhusare G.N.

23.	02/10/14	Celebration of M. Gandhi & Lal Bahadur Birth Anniversary	House -2 Dr. Kotambe U.S.
24.	18/10/14 To 12/11/14	Tutorials (Every Saturday & Monday) & Teaching of Theory Papers	Tutorial Head- Dr. Kotambe U.S.
25.	19/10/14 To 12/11/14	Diwali Vacation	
26.	31/10/14	Sardar Vallabhbhai Patel Birth Anniversary & Indira Gandhi Death Anniversary	Office staff
27.	13/11/14	Second Term Starts	
28.	13/11/14 To 15/11/14	Lesson Planning Workshop	Dr. Kotambe S.Y.
29.	16/11/14	Content Test	Smt Solunke
30.	19/11/14	Indira Gandhi Birth Anniversary & National Integration Day	Dr. Kotambe S.Y.
31.	19/11/14 To 20/11/14	Demonstration Lesson Workshop	Dr. Kotambe S.Y.
32.	21/11/14 To 24/11/14	Teaching Aid Workshop	Smt Solunke
33.	25/11/14	Yashwantrao Chavan Death Anniversary	House -2 Dr. Kotambe S.Y.
34.	26/11/14	Sanvidhan Din/Constitutional Day	House -2 Dr. Kotambe S.Y.
35.	28/11/14	Mahatma Phule Death Anniversary	House -2 Dr. Kotambe S.Y.
36.	01/12/14	Tutorials starts	Dr. Kotambe S.Y.
37.	03/12/14 To 05/12/14	Practice Teaching Lessons	Dr. Joshi P.D.
38.	06/12/14	Dr. Babasaheb Ambedkar Mahaparnirvan Din	House -3 Dr. Bhusare G.N.
39.	07/12/14	Psychological Experiments (Every Saturday)	House - 3 Dr. Bhusare G.N.
40.	09/12/14 To 12/12/14	Practice Teaching Lessons	Dr. Joshi P.D.
41.	12/12/14	Babu Genu Shahid Din	House -3 Dr. Bhusare G.N.
42.	15/12/14 To 16/12/14	Workshop on Models of Teaching & Inauguration of Student Council	Dr. Padme R.S. Dr. Kauthalkar P.A.
43.	16/12/14 To 19/12/14	Practice Teaching Lessons	Dr. Joshi P.D.
44.	22/12/14 To 23/12/14	Content cum Methodology Workshop	Dr. Joshi P.D.
45.	03/01/15	Savitribai Phule Birth Anniversary	House - 4 Dr. Padme R.S.
46.	01/01/15 To 01/01/15	Abhirup Adhyapan Padhati - orientation	Dr. Bhusare G.N.
47.	12/01/15	Swami Vivekanand & Jijau Birth Anniversary, Yuva Din,	Dr. Padme R.S.
48.	12/01/15 To 14/01/15	Evaluation Workshop	Dr. Kotambe Y.S.
49.	17/01/15	Preplanning of Internship Workshop	Smt. Solunke
50.	14/01/15	Makar Sankranti, Geography Day	Dr. Padme R.S.
51.	19/01/15 To 02/02/15	Internship Programme	Smt. Solunke

Government College of Education (CTE), Parbhani
B.Ed. Two Years Course - [Yearly Pattern] 2015-2016 First Year (Credit-Based)
Academic Calendar

Month	Dates of The Months	Name Of The Activity Curricular & Co-Curricular Activities	Total Credit Value	Total Hours	Total Pre- Practice and Practice Teaching days	Total Theory Teaching days	Total Field Based Activity Days	Total Co - Curricular Activity Days	Total Working Days
June	7	Maharana Pratap Singh Birth Anniversary		1				1	22
	16	First Opening Day							
	26	Rajarshi Shahumharaj Birth Anniversary		1				1	
July	1	Vasantao Naik Jayanti		1				1	26
		Admission Starts							
	23	Lokmanya Tilak Birth Anniversary		1				1	
August		Admission							23
	1	Annabhau Sathe Birth Anniversary		1					
	3	Krantisingh Nanapatil Birth Anniversary							
	15	Independance Day(NID)		3				1	
	20	Sadbhavana Diwas		1				1	
	23	Univesity Foundation Day(NID)		3				1	
September	12	Admission (First Round)							24
	19	Admission (Second Round)							
	29	Admission (Spot Round)							
	5	CA- Teacher's Day		3		Half Day		1	

	14	CA -Hindi Day		3		Half Day		1	
	17	CA-Marathwada Mukti Sangram Din		3				1	
	25	CA-Dindayal Upadhyaya Jayanti		3				1	
October	5/10/15 To 21/10/15	Curriculum Orientation Programme Method and Optional selection - Interviews , Bio-Data Form fillup							
	2	CA-Mahatma Gandhi and Lal Bahaddur Shashtri Jayanti, Bal Suraksha Din (NID)		6				1	
	12 to 15	Teaching Aid Workshop (4Days)	1	24		4			
	16	CA-Maharshi Walmiki Jayanti		1				1	
	16 to 17	Pedagogical Drawing Workshop (2 Days)		12	2				
	19 to 20	Craft Workshop (2 Days)		12	2				
	22/10/15 to 15/11/15	Winter Vacation							
	31	CA-Vallabhai Patel Punyatithi and Indira Gandhi Punyatithi		1				1	
	21	Content Test		6		1			
November	26/11 to 28/11	Teaching Aid Workshop (3Days)	1	32					
	30/11/15 starts	Micro Teaching Workshop	2	64	6				6
	26	CA-Sanvidhan Diwas		1				1	
Dec	6	CA -Mahapari Nirvan Din		3				1	26

	1 to 12/1	Micro Teaching Workshop/contd.				16			
	21/12 to 23/12	Lesson Planning Workshop				6			
	29 to 31	Demonstration Workshop	18			3			
January	03/01 to 09/01	Marathi Bhasha Saptah(Week) & Dr. B.R. Ambedkar Week	36	6					
	3	CA-Savitribai Phule Jayanti							
	04/01 to 09/01	Theory Teaching	3					1	
	12/01 to 15/01	Practice Teaching Lessons First Round	3	96					
	19/01 to 22/01	Practice Teaching Lessons Second Round							
	25/01 to 29/01	Practice Teaching Lessons Third Round							
	8,9,11	Evaluation Workshop (3 Days)	36	3					
	12	CA -S.Vivekanda, Jijau Jayanti / Yuva Din / National Integration Day	3					1	
	14	CA- Sankranti,Geo.Day /University Re-christening Day/Half Day Theory		3+3=6		1/2+1/2 day		1	
	23	CA-Netaji Subhash Chandra Bose Birth Anniversary	1					1	
	26	CA-Republic Day	3			1		1	
February	08/02 to 11/02	Content cum Methodology Workshop & Lessons	1	32			13		25

	12/02 to 13/02	Workshop on Models of Teaching	1	32					
	16/02 to 17/02	Technology Based Lesson Planning Workshop	1	32					
	15/02 to 12/03	Pre-planning Workshop of Internship program & Internship	3	96					
	19	CA- Shiva Chhatrapati Jayanti							
	26	CA-V.V. Shirwadkar Marathi Bhasha Diwas							
	28	CA-National Science Day		48		8			
March	09/03 to 12/03	Yoga EPC	1	32		21			
	13/03 to 22/03	Theory Teaching							
	8	CA-World Womens Day		3				1	
	12	CA-Yashawantrao Chavan Jayanti		1				1	
	23	CA-Shahid Din		1				1	
	28	CA-National Science Day		3				1	
	23/03 to 26/03	Gathering/Annual Function		24		3			
April	1/04 to 13/04	Theory Teaching (Completion & Revision of Syllabus)							
	11	Mahatma Phule Jayanti		3				1	
	14	Dr.Babasaheb Ambedkar Jayanti		3				1	
								25	
									21

	15/04 to 21/04	Preliminary Examination	42	7*			
	22/04 to 30/04	Submission & Presentation of Practicums					
May	02/05 to 09/05	University Exams.					---

Total Pre- Practice and Practice Teaching days	48
Total Theory Teaching days	90
Total Field Based Activity Days	28
Total Co -Curricular Activity Days	34
Total Teaching Days	200
Total Working Days	245

NOTE:-

- 1) Vacation 02/05/2015 to 15/06/2015
First Term 16/06/2015 to 21/10/2015
Vacation 22/10/2015 to 15/11/2015
Second Term 02/05/2016 to 15/06/2016
- 2) Some time including or excluding above dates, theory periods are conducted according to regular time table.
- 3) With prior permission of principal the change in activity will allowed.
- 4) Incharge professor will plan the activity and get sanctioned from principal.
- 5) Special planning is their for psychological experiment.

GOVERNMENT COLLEGE OF EDUCATION, PARBHANI
TIME-TABLE 2014-2015

w.e.f. 15/12/2014 to 30/04/2015

Period	11.30 to 11.45	11.45 to 12.35	12.35 to 1.25	1.25 to 2.15	2.15 to 3.00	3.00 to 3.50	3.50 to 4.40	4.40 to 5.30
Monday	Prayer & Attendance	Paper 1 SSS	Paper 5.1 PDJ	Paper 4 PMA	I N T E R V A L	Paper 5.2 SYK/PAK	Paper 3 RSP	Lesson Guidance (All)/ House/ Sports/ Social Service/ Library
Tuesday	Prayer & Attendance	Paper 2 GNB	Paper 3 RSP	Paper 1 SSS		Paper 4 PMA	Paper 5.1 PDJ	Lesson Guidance (All)/ House/ Sports/ Social Service/ Library
Wednesday	Prayer & Attendance	Paper 3 RSP	Paper 4 PMA	Paper 5.2 SYK/PAK		Paper 1 SSS/ MTA	Method A	Lesson Guidance (All)/ House/ Sports/ Social Service/ Library
Thursday	Prayer & Attendance	Paper 4 PMA	Paper 5.1 PDJ	Paper 5.2 SYK/PAK		Paper 2 GNB	Method B	Lesson Guidance (All)/ House/ Sports/ Social Service/ Library
Friday	Prayer & Attendance	Paper 5.1 PDJ	Paper 2 GNB	Paper 3 RSP		Paper 1 SSS/ MTA	Method A	Lesson Guidance (All)/ House/ Sports/ Social Service/ Library
	8.00 to 8.15	8.15 to 9.00	9.00 to 9.45	9.45 to 10.00		10.00 to 10.45	10.45 to 11.30	11.30 to 12.15
Saturday	Prayer & Attendance	Paper 2 GNB Psychology Experiment	Paper 5.2 SYK/PAK	Interval	Method B	Tutorial SYK	Lesson Guidance (All)/ House/ Sports/ Social Service/ Library	House/ Sports/ Social Service/ Library

Note: Computer Education is given to the student from 10.30 a.m. to 11.30 a.m.

<u>METHOD TEACHERS GROUP 'A'</u>		
1.	Marathi	Prof. Aade P.M.
2.	Hindi	Prof. Solunke S.S.
3.	English	Prof. Bhusare G.N.
4.	Science	Prof. Kouthalkar P.A.
<u>GROUP 'B'</u>		
1.	History	Prof. Kotambe S.Y.
2.	Geography	Prof. Padme R.S.
3.	Maths	Prof. Joshi P.D.

ELECTIVE

Paper 5 – B
Environmental Education and Disaster Management – Prof. Kotambe S.Y.
Educational Statistics – Kouthalkar P.A.

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Principal
Govt. College of Education,
Parbhani

GOVERNMENT COLLEGE OF EDUCATION, PARBHANI
FIRST YEAR TIME-TABLE 2015-2016

w.e.f. 16/12/2015 to 30/04/2015

Period	10.40 to 11.00	11.00 to 11.50	11.50 to 12.40	12.40 to 1.30	1.30 to 2.00	2.00 to 2.50	2.50 to 3.40	3.40 to 4.30	4.30 to 5.20
Monday	Prayer & Attendance	Paper 1 PDJ	Paper 6 VKN	Yoga Education UMD	I N T E R V A L	Paper 3 GNB	Paper 4 RSP	Method A	Lesson Guidance (All) / Library
Tuesday	Prayer & Attendance	Paper 2 PMA	Paper 1 PDJ	Paper 6 VKN		Paper 4 RSP	Paper 3 UMD	Method B	Lesson Guidance (All) / Library
Wednesday	Prayer & Attendance	Paper 3 GNB	Paper 2 PMA	Paper 1 PDJ/ UMD		Paper 5 SPT	Paper 4 RSP	Method A	Guidance for Cultural Activities
Thursday	Prayer & Attendance	Paper 4 RSP	Paper 3 GNB	Paper 5 SPT		Paper 1 PDJ	Paper 2 PMA	Method B	Guidance for Cultural Activities
Friday	Prayer & Attendance	Paper 5 SPT	Paper 4 VKN	Paper 3 GNB		Paper 2 SPT	Paper 1 PDJ	Method A	Guidance for House Activities
	8.30 to 8.50	8.50 to 9.40	9.40 to 10.30	10.30 to 11.00	11.00 to 11.50	11.50 to 12.40	12.40 to 1.30	1.30 to 2.15	
Saturday	Prayer & Attendance	Paper 6 VKN	Tutorial	Interval	Paper 2 PMA	Method B	ICT Practical Group work	ICT Practical Group work	

Note: Computer Education is given to the student from 10.30 a.m. to 11.30 a.m.



METHOD TEACHERS GROUP 'A'		
1.	Marathi	Prof. Aade P.M.
2.	Hindi	Prof. Nilekar V.K.
3.	English	Prof. Totade S.P.
4.	Science	Prof. Dhoot U.M.
GROUP 'B'		
1.	History	Prof. Bhusare G.N.
2.	Geography	Prof. Padme R.S.
3.	Maths	Prof. Joshi P.D.


ELECTIVE

Yoga Education – Dr. Dhoot U.M.
Workshop as per schedule

Dr. U.M. Dhoot
Principal
Govt. College of Education,
Parbhani

GOVERNMENT COLLEGE OF EDUCATION, PARBHANI
Staff Profile (Teaching) of B.Ed. Course

Sr. No.	Name of the Staff Member	Designation	Academic Qualification	Professional Qualification	Date of Birth	Date of Appointment	Nature of Appointment	Whether Approved by the Affiliating University /Body	Pay Scale or Consolidated Amount	Total Emoluments	Retirements Benefits CPF etc.	Photograph	Remarks	Date of Superannuation
1.	Dr. Urmila Murlidharrao Dhoot	Principal	M.A. (English)	M. Ed. Ph.D.(Edu.)	20.01.65	31.07.10	Regular full time	Govt. of Maharashtra	37400-67000 AGP – 10000	1,41,145/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value			31-01-2027
2.	Dr. Padma Mohanrao Jadhav	Associate Professor	M.A. (History) M.A. (Marathi)	M.Ed., M. Phil. (History) Ph.D.(Edu.) SET(Edu.) DSM	12.06.68	06.04.97	Regular full time	Govt. of Maharashtra	37400-67000 AGP – 9000	1,34,830/-	GIS, DCRG Leave encashment, Commuted Leave Value			30-06-2028
3.	Dr. Ajay Bhagwan Sali	Associate Professor	M.Sc.(Organic Chemistry)	M.Ed. M. Phil (Edu.) SET (Edu.) Ph.D.(Edu.)	21.05.67	04.11.97	Regular full time	Govt. of Maharashtra	37400-67000 AGP – 9000	1,17,000/-	GIS, DCRG Leave encashment, Commuted Leave Value		Deputed as a Joint Director, Kolhapur Region, Kolhapur	31-5-2027
4.	Dr. Deshpande Jayashri Krishnarao	Associate Professor	M.A. (Geography)	M.Ed. Ph.D.(Edu.)	22.02.59	18.09.87	Regular full time	Govt. of Maharashtra	37400-67000 AGP – 9000	1,47,600/-	GIS, DCRG Leave encashment, Commuted Leave Value			28-02-2019
5.	Dr. Sunita Prabhakar Totade	Assistant Professor	Associate Professor	M.Ed. NET(Edu.)	13.07.60	17.07.95	Regular full time	Govt. of Maharashtra	37400-67000 AGP – 7000	86,000/-	GIS, DCRG Leave encashment, Commuted Leave Value			31-07-2020
6.	Dr. Bhagyashri Prbhakarrao Subhedar	Assistant Professor	Associate Professor	M.Ed. SET (Edu.) Ph.D.(Edu.) DSM	29.04.74	03.07.98	Regular full time	Govt. of Maharashtra	15600-39100 AGP – 7000	89,067/-	GIS, DCRG Leave encashment, Commuted Leave Value			30-04-2034





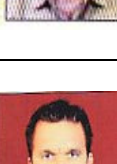

7.	Smt. Alka Bhaskarao Naigaonkar	Assistant Professor	M.A. (Marathi)	M.Ed.	08.06.61	20.11.93	Adhoc full time	Govt. of Maharashtra	15600-39100 AGP – 7000	83,709/-	GIS, DCRG Leave encashment, Commuted Leave Value		30-06-2021
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* Dr. A.B. Sali is on deputation since 05 September 2015 as a Joint Director (Higher Education) Kolhapur region Kolhapur.

Dr. U.M. Dhoot
Principal
Govt. College of Education,
Parbhani

Self – Appraisal of Govt. College of Education, Parbhani.
Annexure 4.2.2

GOVERNMENT COLLEGE OF EDUCATION, PARBHANI
Staff Profile (Teaching) of B.Ed. Course

Sr. No.	Name of the Staff Member	Designation	Academic Qualification	Professional Qualification	Date of Birth	Date of Appointment	Nature of Appointment	Whether Approved by the Affiliating University /Body	Pay Scale or Consolidated Amount	Total Emoluments	Retirements Benefits CPF etc.	Photograph	Remarks	Date of Superannuation
1.	Shri Tandale S.V.	Head Clerk	B.Com	--	22.11.72	27.11.96	27.11.96	Govt.	9300-34800	36010/-	GIS, DCRG Leave encashment, Commuted Leave Value			30-11-2030
2.	Shri Jadhav A.R.	Sr. Clerk	12 th	--	03.06.67	24.12.90	24.12.90	Govt.	5200-20200	29300/-	GIS, DCRG Leave encashment, Commuted Leave Value			30-06-2025
3.	Shri Magre B.W.	Laboratory Asst.	M.A.	B.Ed. M.Ed.	22.05.82	22.01.15	22.01.15	Govt.	5200-20200	22279/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value			31-05-2040
4.	Shri Munde B.P.	Peon	12 th	--	15.06.72	26.08.93	26.08.93	Govt.	5200-20200	24953/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value			30-06-3032
5.	Shri Ambhore V.V.	Peon	B.A.	--	12.07.71	18.12.93	18.12.93	Govt.	5200-20200	26335/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value			31-07-2031
6.	Shri Gorade D.D.	Peon	9 th	--	01.06.74	06.07.94	06.07.94	Govt.	5200-20200	24861/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value			31-05-2034

7.	Shri Baderao S.B.	Peon	9 th	--	01.02.68	09.01.96	09.01.96	Govt.	5200-20200	26393/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value		31-01-2028
8.	Shri Kawlikar U.B.	Peon	9 th	--	08.08.69	19.03.96	19.03.96	Govt.	5200-20200	25068/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value		31-08-2029
9.	Smt. Nandedkar A.S.	Peon	B.A.	B.Ed.	15.05.87	12.12.14	12.12.14	Govt.	4440-7440	15305/-	GIS, DCRG, NPS Leave encashment, Commuted Leave Value		31-05-2047

Dr. U.M. Dhoot
Principal
Govt. College of Education,
Parbhani

**Scheme of Examination for the Degree of
(Bachelor of Education upto 2014-15)**

Duration: One Academic Year.

- a. B.Ed. program shall be of duration of at least one academic year with two terms.

Working days:

- a. There shall be at least 180 working days exclusive of period of examination and admission etc.
- b. A working day shall be of a minimum of 6 hours in a six day week during which physical presence in the institution of teachers and student-teachers is necessary to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed.
7. Course Structure & Evaluation Pattern:

PART I: THEORY PAPERS

Head	Particulars	Marks (Theory + Practical)	Total Marks
Core Papers	Paper I	80 + 20	100
	Paper II	80 + 20	100
	Paper III	80 + 20	100
	Paper IV	80 + 20	100
Elective Papers (Section A will be compulsory and candidate can opt. any one paper from Section B.)	Paper V Section A and B	A (40 + 10) + B (40 + 10)	100
School subject	Paper VI-I	50	50
Teaching Methodology – Papers	Paper VI – II	50	50
		500 + 100	600

PAPER II : FINAL LESSONS

Head	Particulars	Marks	Total Marks
Final lesson of school subject teaching methodology	Method – 1	25	25
	Method – 2	25	25
	TOTAL	50	50

PAPER III : PRACTICE TEACHING

Sr. No.	Head	Particulars	Marks	Total Marks
A.	Microteaching	List of skills is provided	5 × 6	30
B.	Integrated Lesson	One lesson for each method having integration of minimum three skills excluding set induction	5 × 2	10
C.	Simulated Lesson	Areas are mentioned further	5 × 4	20
D.	Practice Lesson (20 Lessons)	10 Lessons of method – I	5 × 10	100
		10 Lessons of method – II	5 × 10	
E.	Lesson observation	8 Lessons of method – I + 8 Lessons of method – II + 4 Lessons of other methods	1 × 20	20
		TOTAL	180	180

PAPER IV: INTERNSHIP PROGRAM

Head	Particulars	Marks	Total Marks
Contentcum methodology lesson (2 Lessons)	1 Lesson of method - I	5 × 1	10
	1 Lesson of method – II	5 × 1	
Block teaching for each method (3 + 1)	5 lessons + 1 test	5 × 4	20
School related activities.	Activities like planning, administration, examination, cultural events, sports & games, record keeping and maintenance	40	40
	TOTAL	70	70

PAPER V: (A) WORKSHOPS

Head	Particulars	Marks	Total Marks
Teaching aids workshop	Preparation of audio-visual aids	10	10
Lesson Plan Workshop	Two days workshop related to School subject teaching methodology I & II	10	10
Educational Evaluation Workshop	Preparation of annual plan, unit plan, unit test with blue print.	20	20
Contentcum methodology (CCM) Workshop	Orientation about CCM, training of Analysis of content and preparation of lesson plan.	30	30
	TOTAL	70	70

PAPER V : (B) PSYCHOLOGICAL EXPERIMENTS.

ANY FIVE EXPERIMENTS TO BE CONDUCTED FROM FOLLOWING TEST :

PAPER V: (C) WORKSHOPS

(THIS PART IS NOT CONSIDERED FOR MARKING HEAD LIKE PART V : A)

Head	Particulars
Computer Assisted Instruction (CAI) workshop	This workshop is related to practicum of core paper IV. Preparation of Slide show with power point presentation for each method.
Demonstration Lessons	Method Master will give demonstration of concerned school subject.
Models of Teaching	Models related to concerned method.

PAPER VI: INTERNAL EXAMINATION

Head	Particulars	Marks	Total Marks
Content Test (Content test must be each method related conducted of Standard) to VIII and IX	1 test for school subject teaching methodology – I	10	20
	1 test for school subject teaching methodology – II	10	
Weekly assignment	2 Assignment for each theory papers	Each paper for 10 marks 10 × 6 papers	60
Pre-Annual exam		Each paper for 10 marks 10 × 6 papers	60
	TOTAL		140

PAPER VIII: COCURRICULAR ACTIVITIES

Head	Particulars	Marks	Total Marks
Socially useful Productive work (SUPW)	List of activities is provided further	15	15
Social services	List of activities is provided further	15	15
Physical education	List of activities is provided further	15	15
Health education	List of activities is provided further	10	10
Cultural activities	List of activities is provided further	15	15
	TOTAL	70	70

The details description of above parts is given below:-

PART I: Theory Papers

A – University written Examination: 06 theory papers of 480 marks.

B – Practicum: Practicum of 120 marks will be assigned by committee headed by principal of concern colleges.

C – Teaching Hours: Each paper requires 60 hours excluding practicum and internal work.

PART II: Final Lessons

Two final lessons (one of each method) to be examined by internal and external examiner as per university schedule (25 marks each method)

PART III: Practice Teaching

Internal Assessment of Practicum

A) Microteaching –

Microteaching program will be conducted by college as a basis of practice teaching and will include minimum any 06 skills from the following list. Theoretical information of remaining 4 skills will be given by teachers.

1. Set Induction.
2. Questioning
3. Stimulus Variation
4. Explanation
5. Black Board Writing.
6. Use of Audio-Visual aids
7. Reinforcement
8. Demonstration
9. Narration
10. Illustration & Examples.

The teachers will instruct the theory of skills and will present demonstration of the skill. A detail discussion on the theory and demonstration of Microteaching skill is expected among the teachers and student-teachers before the student-teachers start teaching-reteaching cycle of microteaching.

B) Integrated Lessons:

Minimum three micro teaching skills to be integrated excluding set induction for each integrated lesson.

Student – teacher has to practice minimum one lesson for each school subject teaching methodology. Integrated lesson will be conducted in the college on peer group.

C) Simulated Lessons:

Each Student will conduct minimum 20 minutes lesson of any one method on peer group on following area given below:-

- i) Traditional methods.
- ii) Team Teaching
- iii) Models of Teaching
- iv) Technology based lessons.

D) Practice Lessons:

Student-teacher will practice these lessons in actual classroom situation. In all minimum 10 lessons for each school subject teaching methodology are essential.

PART IV: INTERNSHIP PROGRAMME

Internship program of 10-14 days will include following:-

- 1) Content cum Methodology based lessons of each teaching method.
- 2) Block teaching for each method (3+1) : All five lessons and one test will be conducted by the student teacher.
- 3) School related Activities like planning, administration, Examination, cultural events, sports & games, record keeping and maintenance.

PART V: WORKSHOPS

- College will conduct following workshops as a part of training.
- A) This type of workshop will be Weightage of 65 marks.
- 1) Teaching aid workshop (2 days)
 - 2) Lesson plan workshop (5 days)
 - 3) Evaluation workshop (3 days)
 - 4) Content cum methodology workshop (2 days)
- B) This type of workshop will not give weightage in marking but it is mandatory part of the course.
- 1) Computer Assisted Instruction 2 days workshop related with core paper IV.
 - 2) Demonstration lesson workshop (@ days workshop related to methodology)
 - 3) Models of teaching (2 days)

PART VI: INTERNAL EXAMINATION

This part will include content test of school subject teaching methodology, weekly assignments and Pre-Annual Exam. (140 marks)

PART VII: CO-CURRICULAR ACTIVITIES

These activities are just like guidelines for colleges. Each student-Teacher has to accomplish every kind of activities mandatorily. The lists of expected activities related to this part are given below:

SOCIAL USEFUL PRODUCTIVE WORK (SUPW) : (ANY TWO)

- 1) Pot culture
- 2) Photography
- 3) Computer Application
- 4) Embroidery
- 5) Book binding
- 6) Paper work
- 7) Card board
- 8) Interior decoration
- 9) Toy & Doll making
- 10) Clay work etc.

SOCIAL SERVICES: (ANY TWO)

1. Literacy Programs.
2. Free coaching to below average students.
3. Educational Guidance programs for parents, students, slow learners etc.
4. Adaptation and development of any school.
5. Tree plantation
6. Social awareness programs.
7. Participation in Disaster Management etc.

PHYSICAL EDUCATION

1. Indoor games (Any one)
2. Outdoor games (Any one)

HEALTH EDUCATION: (ANY TWO)

1. Eradication of AIDS
2. Eradication of Leprosy
3. Blood Donation Camp
4. Eradication of Polio
5. Eradication of Addiction etc.

CULTURAL ACTIVITIES (ANY TWO)

1. Elocution & debate
2. Drama
3. Music
4. Performing Arts – Folk dance and other traditional dance, playing musical instruments.
5. Folk arts.
6. Fine Arts like painting, sculpture, collage.
7. Annual Gathering etc.

OVER ALL STRUCTURE OF PARTS OF COURSE AND MARKS IS AS FOLLOWS:-

Sr. No.	Part No.	Part title	Marks
1.	I	Theory Papers (Theory + Practicum)	480 + 120
2.	II	Final Lessons	50
3.	III	Practice Teaching	180
4.	IV	Internship program	70
5.	V	Workshops and Psychological Experiment	90 (70 + 20)
6.	VII	Internal Examinations	140
7.	VIII	Co-Curricular Activities	70
		TOTAL	1200

Scheme of examination:

The examination for the degree of B.Ed. course shall be by both external exam & internal assessment shall include above said parts will arranged as per the rules of university.

8. Standard of passing:

Part - I : Theory Paper I to VI (480marks) and Practicum related to paper I to VI (120)

Written examination of 480 marks will be conducted by university and 120 marks will be assigned by committee headed by principal of Concern College.

To pass the examination, candidate must obtain at least 40 % marks in each paper.

a. Core papers: Minimum 32 marks in each Theory paper and minimum 08 marks in practicum related to 4 core papers i.e. $32+8=40$

b. Elective papers: Minimum 16 marks in theory paper of each section and 04 marks in practicum of each section i.e. Section A ($16+4=20$) + Section B ($16+4=20$).

c. School subject teaching Methodology Papers: Minimum 20 marks in paper of each method, i.e. Method-I (20) + Method-II (20). (Minimum 16 marks in theory paper of each section and 4 marks in practicum of each section i.e. Section A($16+4=20$) + Section B ($16+4=20$))

d. Aggregate 45% under the part - I of theory papers – I to VI.

Part II: Final Lessons (50 marks):

There will be two lessons of each method. The candidate must secure minimum 40 % marks in each method. i.e. Method-I (10 marks) + Method-II (10 marks).

Part III to VIII

The grade system is used for part III to VII and grading will be as follows.

Sr. No.	Range of Marks Grade
1.	75 % and above O
2.	65 % and above but below 74.99 % A
3.	55% and above but below 64.99 % B
4.	45 % and above but below 54.99 % C
5.	Below 44.99 % D

For passing, the candidate must secure minimum 'C' grade in this part.

9. Award of Class:

- A. Such of the candidate who appeared for part I to part VII at one and the same time and obtained minimum 65% marks in part I + part II and having minimum 'A' grade in part III to part VII will be declared as 'First class with Distinction'.
- B. Out of the remaining successful candidate who obtained at least 60% marks in part I + Part II and having minimum B grade in part III to part VII will be declared as 'First Class'.
- C. Out of the remaining successful candidates who have obtained at least 45% in part I + part II and having minimum 'C' grade in part III to part VII will be declared to have passed in 'Second class'.
- D. There will be no pass class for regular students. The remaining candidates shall be declared failed.
 - 1) If the candidate have not obtained minimum average 45% marks in part I.
 - 2) If the candidate have not obtained minimum 40% marks in each paper of part I and part II.
 - 3) If the candidates have not obtained minimum 'C' grade in part III to part VII separately.

10. Improvement of class:

Persons who have completed B.Ed. course in any class & who appear for the same examination in the same subjects in order to improve their class to secure higher Class shall be allowed to do so as per the provisions of the following rules:

- 1. The concession to re-appear will be available only to the holders of the B.Ed. degree of this University
- 2. Persons holding B.Ed. degree of this University passed in any class & desirous of reappearing for the same examination for improvement of class shall be given two chances to do so within a period of three years from his/ her first passing the said examination in any class.

Self – Appraisal of Govt. College of Education, Parbhani.

3. The students reappearing in examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.
4. A candidate passing any of the graduate examination above under these rules shall not be eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.

Principal,
Govt. College of Education,
Parbhani.

**Scheme of Examination for the Degree of
(Bachelor of Education upto 2015-17)**

Course Structure:

Course structures for first & second year are as following.

COURSE STRUCTURE: FIRST YEAR

Course Code	Title of Course	Credits	Hours	Marks (Ext. + Int.)
CORE COURSES: PERSPECTIVES IN EDUCATION				
BEDCC101	Childhood and Growing up	4	64	80+20
BEDCC102	Contemporary India and Education	4	64	80+20
BEDCC103	Learning and Teaching	4	64	80+20
BEDCC104	School Administration and Management	4	64	80+20
BEDCC105	Understanding Disciplines and Subjects	2	32	50
BEDCC106	Gender, School and Society	2	32	50
BEDPSS107 PEDAGOGY OF SCHOOL SUBJECTS (PSS) Part 1				
	Method – 1	2	32	50
	Method – 2	2	32	50
BEDEPC108 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Reading and Reflecting on Text	2	64	50
B	Drama & Art in Education	2	64	50
BEDPC 109 PRACTICAL COURSES: PC				
A	SKILL DEVELOPMENT			
	1) Micro teaching (Five Skills + Observation)	2	64	50
	2) Integrated Lesson	1	32	25
	3) Teaching aids preparation	1	32	25
	4) Models of Teaching (One model related to any one method)	1	32	25
B	PRACTICE TEACHING			
	1) Practice Lessons (08 lessons for each method)	3	96	75
	2) Content cum Methodology based lesson (01for each method)	1	32	25
	3) Lesson Observation (10 for each method)	1	32	25
C	YOGA EDUCATION	1	32	25
D	USE OF ICT IN EDUCATION			
	1) Technology based teaching (01for each method)	1	32	25
E	INTERNSHIP (four week)	3	96	75
	TOTAL	44	1024	1100

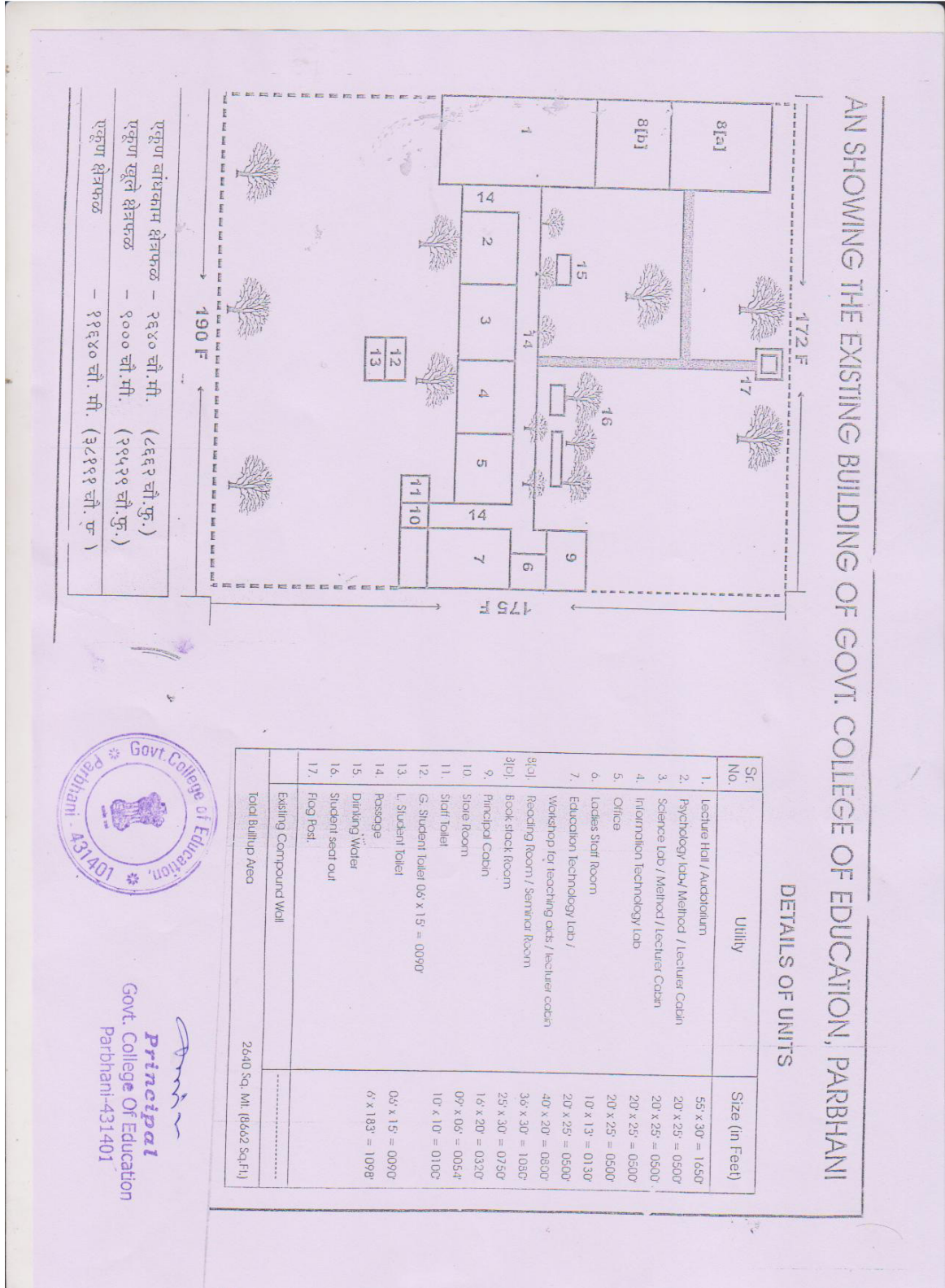
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Parbhani.

COURSE STRUCTURE: SECOND YEAR

Course Code	Title of Course	Credits	Hours	Marks (Ext. + Int.)
CORE COURSES: PERSPECTIVES IN EDUCATION				
BEDCC201	Knowledge, Curriculum and Language Across Curriculum	4	64	80+20
BEDCC202	Assessment for Learning	4	64	80+20
BEDCC203		4	64	80+20
BEDCC204		4	64	80+20
BEDPSS205 PEDAGOGY OF SCHOOL SUBJECTS (PSS) Part1				
	Method – 1	2	32	50
	Method – 2	2	32	50
BEDOC206 OPTIONAL COURSES (OC)				
	Optional courses (Student has to opt one subject from following list)	4	64	80+20
	1) Environment Education and Disaster Management			
	2) Value Education			
	3) Guidance and Counselling			
	4) Health and Physical Education			
	5) Peace Education			
	6) Women's Education			
BEDEPC207 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Critical Understanding of ICT	2	64	50
B	Understanding The Self	2	64	50
BEDPC208 PRACTICAL COURSES: PC				
A	Psychological Experiment	1	32	50
B	Year Plan, Unit Plan, Unit test with blue print (from 5 th to 12 th for each method)	1	32	25
C	Lesson Note on any lesson unit by using multimedia tool for each method	1	32	25
D	Preparation of the report on first term examination of school	1	32	25
E	Cultural & Co-curricular Activities	2	64	50
PC209	Final Lesson	2	64	50
PC210	INTERNSHIP	8	256	200
	TOTAL	44	1056	1100

Principal,
Govt. College of Education,
Parbhani.

Copy of Map of College



GOVT. COLLEGE OF EDUCATION, PARBHANI**A TABLE SHOWING DETAILS AREA OF ROOMS**

Sr. No.	Description	Room No.	Length in Meter	Breadth in meter	Carpet area in Sq. MTR.	G.F./F.F.
1.	Class room	1	20	25	0500	G.F.
2.	Class room	1	20	25	0500	G.F.
3.	Class room	1	20	25	0500	G.F.
4.	Class room	1	20	25	0500	G.F.
5.	Multipurpose Hall	1	55	30	1650	G.F.
6.	Library-cum-Reading Room	1	55	60	3300	G.F.
7.	ICT Resource Centre	1	20	25	0500	G.F.
8.	Curriculum Laboratory	-	-	-	-	G.F.
9.	Art & Resource Centre	-	-	-	-	G.F.
10.	Health & Physical Education Resource Centre	-	-	-	-	G.F.
11.	Multipurpose Playfield	1	50	100	5000	G.F.
12.	Physical Resource Centre and games facilities	1	Only games facility and play ground are available.			G.F.
13.	Science Lab	1	20	25	0500	G.F.
14.	Girls Common room	1	07	07	0049	G.F.
15.	Administrative Office	1	20	25	0500	G.F.
16.	Principal Office	1	16	20	0320	G.F.
17.	ET/ICT Lab (VLC)	1	20	25	0500	G.F.
18.	Reading / Seminar room	1	36	30	1080	G.F.
19.	Library	1	25	30	0750	G.F.
20.	Toilets					
	1) Male	3	06	15	0090	G.F.
	2) Female	3	06	15	0090	G.F.
21.	Poarch Entrance	1	20	10	0200	G.F.
22.	Staff Rooms	Yes	20	25	0500	G.F.
23.	Administrative Office	Yes	20	25	0500	G.F.
24.	Visitors Room	Yes	07	10	0070	G.F.
25.	Separate common Room for male & female students	Yes	07	07	0049	G.F.
26.	Canteen	No				G.F.
	Separate Toilet	Yes	06	15	0090	G.F.

27.	facility for male & female Students					
28.	Separate Toilet facility for staff	Yes	10	10	0100	G.F.
29.	Separate Toilet facility for differently abled persons	No	-	-	-	G.F.
30.	Parking Space	Yes	25	50	0500	G.F.
31.	Open space for Additional Accommodation	Yes				G.F.
32.	Store Room	Yes	09	06	0054	G.F.
33.	Medical facility	Yes	-	-	-	G.F.
34.	Musical facility	Yes	-	-	-	G.F.
35.	Health & Game facility	Yes	-	-	-	G.F.

Sr. No.	Infrastructure	Whether available: Yes/No	Size in sq. ft.
a.	Classroom		
	i. Classroom 1	Yes	500
	ii. Classroom 2	Yes	500
	iii. Classroom 3	Yes	500
	iv. Classroom 4	Yes	500
b.	Multipurpose Hall	Yes	1650
c.	Library-cum-Reading Room	Yes	3300
d.	ICT Resource Centre	Yes	500
e.	Curriculum Laboratory	No	-
f.	Art & Resource Centre	No	-
g.	Health & Physical Education Resource Centre	No	-
h.	Multipurpose Playfield		5000
G (ii) Whether Following facilities are available in the Institution :			
a.	Principal's Office		Yes

Principal
Dr. Dhoot U.M.
Govt. College of education,
Parbhani

GOVT. COLLEGE OF EDUCATION, PARBHANI

Copy of PR Card

APPendix-01

15

आस्थावपनको निवेदन

शहरमापनपरभाणी ता.जि.परभाणी

वार्ड नंबर १३ मशीनक्रोड नं. SS34

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सन १९८२

जी. एड. कॉलेज इमारत व सर्वोच्च वल्लन विभाग
अहाराष्ट्र शासन

तयार करणार Dhale ड. डी. टोने	तपासणी करणार M. K. (१)	"सत्यप्रत" ... 30-10-88 तालुका निरिक्षक, पुणे अखिलेश्वर
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Principal
Govt. College Of Education
Parbhani-431401

GOVT. COLLEGE OF EDUCATION, PARBHANI
Copy of Receipt of Corporation

परभणी शहर महानगरपालिका, परभणी.
नोटीस
(शासकीय / निमशासकीय मालमत्तेसाठीचे)

553

दिनांक : 12/09/2016 **मागणी बिल**

मीटर 2 इंचा

(महाराष्ट्र नगर परिषदा, नगर पंचायती औद्योगिक नगरी अधिनियम १९६५ चे कलम १५० अन्वये)
श्री **जाधव, वि. लड. कॉलेज विजुं देव कलानी**

सहणार घर नं. **664** वार्ड नं. **20** परभणी

उपायुक्त, परभणी शहर महानगरपालिका, परभणी खाली दर्शविलेल्या कराची या बिलाद्वारे मागणी करीत आहे.

मागील बाकी	चालू बाकी	एकूण येणे बाकी
()	(15-16)	मीटर-2016
रु. पै.	रु. पै.	रु. पै.

१) एकत्रीत मालमत्ता कर
२) शिक्षण कर
३) दूक कर
४) रोजगार कर
५) जाहिरात कर
६) नळपट्टी

Principal
Govt. College of Education
Parbhani

21927 = 00 21927 = 00

घर नं. **664** वार्ड नं. **20** आणि नळ नं. **—** दिनांक: **1** मे **2016**
सन **2015** पासून सुरु होऊन दिनांक **31** मे **2016** रोजी
संपणाऱ्या मुदतीकरिता तुमचे कडून रकम येणे बाकी आहे.

तरी तुम्ही हे मागणी बिल मिळाल्यापासून १५ पंधरा दिवसांच्या आत उक्त रकम कर अधीक्षक म.न.पा.परभणी.
यांच्या कार्यालयात भरली नाही आणि ती न भरण्याबाबत उपायुक्त म.न.पा.यांचे समाधान होईल असे पुरेसे कारण
दाखविले नाही किंवा कलम नं.१६९ महाराष्ट्र नगर परिषद अधिनियम १९६५ अन्वये अपील मुदतीच्या आत
संबंधीत च्यायालयारासोबर सादर केले नाही तर जमीच्या अधिपत्राचे अगोदरची नोटीस कलम १५१ उक्त अधिनियम
१९६५ अन्वये वरल रकमेची वसुली करीत काढण्यात येईल.

या मागणी बिलाची एक प्रत घेवून दुसऱ्या प्रतिवर सही करून परत करावी.

कर अधीक्षक उपायुक्त,
परभणी शहर महानगरपालिका, परभणी परभणी शहर महानगरपालिका, परभणी

Principal
Govt. College Of Education
Parbhani-431401

Seal
B.R.CHOKHAT
Dist. Parbhani
Reg.No.8056
Exp.Dt.22-06-202

Govt. College of Education
Parbhani - 431401

GOVT. COLLEGE OF EDUCATION, PARBHANI
Feedback Form for Alumni – 2015-16

- A] General Information
a) Name: _____
b) Date of Birth : / / _____
c) Address (Residential): _____
Mobile No.: (1) _____ (2) _____
d) Designation: _____ e) Department : _____
f) Area of Specialization : _____
g) Date of Appointment: (i) in the institution _____
(ii) present position _____
4] Honours conferred: _____

Instructions:

- i) Please put ✓ mark / marks for correct options.
ii) Mention your opinion or suggestions wherever necessary.
- 1) Was the B.Ed. curriculum supportive to fulfill the social and educational needs and objects?
a) Yes b) No c) To some extent d) expected change in the curriculum
- 2) How were the library facilities provided by the institution?
a) more than adequate b) adequate c) inadequate d) very poor
- 3) How was the impact of teaching profession of teacher training program?
a) excellent b) good c) satisfactory d) poor
- 4) What are the qualities / skills acquired during the B.Ed. course, which are helpful in your career?
a) teaching skills b) personality development
c) development in communication skills d) motivation for future education
- 5) What is your opinion about the infrastructure and other facilities provided during the training program by the institution?
a) more than adequate b) adequate c) inadequate d) excellent
- 6) What is your contribution in the development of the institution.
a) In career guidance b) enrichment of library c) As a resource person
d) Contribution in the development of infrastructure (library, sports)
Any other _____

- 7) How was the interaction with the educators?
a) Courteous b) Motivational c) Healthy d) Mechanical
- 8) How was the planning and implementation of co-curricular activities during the B.Ed. course?
a) Systematic b) Organised
c) Including all student d) Related to objectives of curricular
- 9) Interaction with the institution present teaching, nonteaching staff, librarian.
a) often b) sometimes c) rarely d) never
- 10) State your suggestions about following aspects.
a) Practice teaching lessons _____
b) Internship _____
c) Cultural activities _____
d) Co-curricular activities _____
e) Enrichment of campus _____
f) Students welfare and discipline _____

Signature of the Alumni

GOVT. COLLEGE OF EDUCATION, PARBHANI
Academic Year 2014-2015
 Feedback form for Employer
 Questionnaire

General Information

Name of the Employer :
 Designation : Experience :
 Name of the institution :
 E-mail ID : Cell No. :
 Permanent Address :

- Q. 1 Is the B.Ed. curriculum fulfils the needs and expectations of society and the field of education?
 i) Yes ii) to some extend
 iii) Modifications is necessary iv) No
- Q. 2 Is one year duration of B.Ed. course is sufficient for development of skillful teacher?
 i) Yes ii) to some extend
 iii) Need to increase iv) No.
- Q. 3 “The present B.Ed. curriculum is helpful for the development of quality teacher.” Are you agree with this statement?
 i) Fully agree ii) Agree iii) Neutral iv) Disagree
- Q. 4 How far the theoretical aspect of the curriculum is useful to acquire the knowledge of teaching profession?
 i) Completely ii) Partially
 iii) Can not say iv) Not completely
- Q. 5 How far practical aspect of the curriculum helps into the development of the professional competencies in the teacher trainees?
 i) Completely ii) Partially
 iii) To some extent iv) Not completely
- Q. 6 Practicum’s related to pre-practice teaching is.....
 i) Helpful for the development of teaching skills ii) Helpful to some extent
 iii) Need of additional Practicum’s
 iv) Not fully helpful for development of teaching skills.
- Q. 7 Is the number of practice lessons are sufficient to develop the skill of classroom management and teaching skills?
 i) Sufficient ii) Not sufficient
 iii) Need more lessons iv) Need more variety of lessons
- Q. 8 What is your observations regarding internship programme?
 i) Internship programme is helpful for development of teaching competencies.
 ii) Internship programme is helpful for development of management skills
 iii) Duration of internship programs is insufficient
 iv) Need to increase the duration and activities in internship programme
- Q. 9 Are the co-curricular and extra-curricular activities in B.Ed. curriculum are sufficient for the development of organizational skills among student teachers?
 i) Sufficient ii) Need additional activities
 iii) Need of innovative activities iv) Insufficient
- Q. 10 Is the evaluation system includes in the B.Ed. curriculum assess the performance of student teacher properly?
 i) Yes ii) To some extent
 iii) Need in examination reform iv) No

Signature of respondent

GOVT. COLLEGE OF EDUCATION, PARBHANI
Academic Year 2015-2016
 Feedback form for Employer
 Questionnaire

General Information

Name of the Employer :
 Designation : Experience :
 Name of the institution :
 E-mail ID : Cell No. :
 Permanent Address :

- Q. 1 Is the B.Ed. curriculum fulfils the needs and expectations of society and the field of education?
 i) Yes ii) to some extent
 iii) Modifications is necessary iv) No
- Q. 2 Is two year duration of B.Ed. course is sufficient for development of skillful teacher?
 i) Yes ii) to some extent
 iii) Need to increase iv) No.
- Q. 3 “The present B.Ed. curriculum is helpful for the development of quality teacher.” Are you agree with this statement?
 i) Fully agree ii) Agree
 iii) Neutral iv) Disagree
- Q. 4 How far the theoretical aspect of the curriculum is useful to acquire the knowledge of teaching profession?
 i) Completely ii) Partially
 iii) Can not say iv) Not completely
- Q. 5 How far practical aspect of the curriculum helps into the development of the professional competencies in the teacher trainees?
 i) Completely ii) Partially
 iii) To some extent iv) Not completely
- Q. 6 Practicum’s related to pre-practice teaching is.....
 i) Helpful for the development of teaching skills
 ii) Helpful to some extent iii) Need of additional Practicum’s
 iv) Not fully helpful for development of teaching skills.
- Q. 7 Is the number of practice lessons are sufficient to develop the skill of classroom management and teaching skills?
 i) Sufficient ii) Not sufficient
 iii) Need more lessons iv) Need more variety of lessons
- Q. 8 What is your observations regarding internship programme?
 i) Internship programme is helpful for development of teaching competencies.
 ii) Internship programme is helpful for development of management skills
 iii) Duration of internship programs is insufficient
 iv) Need to increase the duration and activities in internship programme
- Q. 9 Are the co-curricular and extra-curricular activities in B.Ed. curriculum are sufficient for the development of organizational skills among student teachers?
 i) Sufficient ii) Need additional activities
 iii) Need of innovative activities iv) Insufficient
- Q. 10 Is the evaluation system includes in the B.Ed. curriculum assess the performance of student teacher properly?
 i) Yes ii) To some extent
 iii) Need in examination reform iv) No

Signature of respondent

GOVT. COLLEGE OF EDUCATION, PARBHANI**Academic Year 2015-2016**

Feedback Analysis of

Alumni Questionnaire

The institution arranged the alumni Association meeting. The feedback about curriculum, theoretical and practical foundation, co-curricular and extra-curricular activities, evaluation system, and examination pattern is collected. Data collected through questionnaire is analyzed as follows.

Question No.	Responses				Conclusion
	1	2	3	4	
1	85%	00%	05%	10%	85% Alumni stated that the B.Ed. curriculum was supportive to fulfill the social and educational needs.
2	25%	70%	05%	00%	70% Alumni expressed their opinion that the library facility provided by the institution was adequate.
3	05%	00%	15%	80%	80% Alumni stated that impact of teaching of the faculty was excellent.
4	65%	25%	05%	05%	Alumni agreed with the fact that during the B.Ed. course efforts made by the institution for development of teaching skills, communication skills, motivation for further education and career, personality development were helpful for trainees.
5	02%	78%	15%	05%	78% Alumni stated their opinion regarding infrastructural and other facilities provided during the training programme were adequate.
6	05%	80%	10%	05%	80% Alumni expressed that they will contribute to the institution for the development of infrastructure, library, games and sports facility.
7	05%	90%	05%	00%	90% Alumni stated that their interaction with teacher educators was motivational.
8	10%	10%	05%	75%	Alumni stated that planning and implementation of co-curricular, activities during the B.Ed. course was systematic, organized, related to objectives of the curriculum and given an opportunity for participation to every teacher trainee.
9	90%	05%	05%	00%	90% Alumni are having interaction often with the institutional human resources i.e. teaching, non-teaching staff and librarian etc.
10	Open ended question				<p>Maximum alumni suggested that</p> <ul style="list-style-type: none"> ❖ Practice teaching should be more in numbers ❖ Duration of internship should be minimized ❖ Co-curricular, extra-curricular and cultural activities are satisfactory but should be more innovative ❖ Infrastructural facilities should be enriched.

NAAC Coordinator
Govt. College of Education,
Parbhani

Principal,
Govt. College of Education,
Parbhani

GOVT. COLLEGE OF EDUCATION, PARBHANI**Academic Year 2014-2015**

Feedback Analysis of

Employers Questionnaire

The institution arranges meetings with the employers as a stake holder every year. The feedback about curriculum, theoretical and practical foundation, co-curricular and extra-curricular activities, evaluation system, and examination pattern is collected. Data collected through questionnaire is analyzed as follows.

Question No.	Responses				Conclusion
	1	2	3	4	
1	65%	20%	10%	05%	Majority (85%) employers noted that present B.Ed. curriculum fulfils the needs and expectations of the society and the field of education.
2	80%	10%	05%	05%	90% employers stated that one year duration of B.Ed. course is sufficient for the development of skillful teacher.
3	75%	15%	05%	05%	Majority of (90%) employers are fully agreed with the fact that the present B.Ed. curriculum is helpful for the development of quality teacher.
4	70%	20%	05%	05%	90% Employers expressed their views that the theoretical aspect of the B.Ed. curriculum is useful to acquire the knowledge of teaching profession.
5	60%	10%	10%	20%	Majority of employers stated that the practical of B.Ed. curriculum helps in the development of professional competencies within the trainees.
6	70%	15%	10%	05%	Maximum employers stated that practicum's related to the pre practice teaching are helpful for the development of teaching skill in teacher trainees.
7	05%	05%	10%	80%	90% Employers presented their views regarding practice lessons that more numbers of lessons and variety of lessons should be added to develop the techniques of classroom management and teaching skills.
8	10%	10%	10%	70%	Maximum employers' views after observation of internship programme is that there is need to increase the duration and activities in the internship programme for the development of teachers competencies and skill of classroom management.
9	10%	10%	70%	10%	80% Employers stated that additional and innovative co-curricular and extra-curricular activities should be added in present B.Ed. curriculum.
10	85%	10%	05%	00%	95% Employers express their opinion that the evaluation system included in B.Ed. curriculum properly assesses the performance of teacher trainees.

NAAC Coordinator
Govt. College of Education,
Parbhani

Principal,
Govt. College of Education,
Parbhani

GOVT. COLLEGE OF EDUCATION, PARBHANI**Academic Year 2015-2016**Feedback Analysis of
Employers Questionnaire

The institution arranges meetings with the employers as a stake holder every year. The feedback about curriculum, theoretical and practical foundation, co-curricular and extra-curricular activities, evaluation system, and examination pattern is collected. Data collected through questionnaire is analyzed as follows.

Question No.	Responses				Conclusion
	1	2	3	4	
1	70%	15%	10%	05%	Majority (70%) employers noted that present B.Ed. curriculum fulfils the needs and expectations of the society and the field of education.
2	95%	02%	02%	01%	95% employers stated that two year duration of B.Ed. course is sufficient for the development of skillful teacher.
3	80%	10%	05%	05%	Majority of (90%) employers are fully agreed with the fact that the present B.Ed. curriculum is helpful for the development of quality teacher.
4	80%	10%	05%	05%	90% Employers expressed their views that the theoretical aspect of the B.Ed. curriculum is useful to acquire the knowledge of teaching profession.
5	85%	05%	05%	05%	Majority of employers stated that the practical of B.Ed. curriculum helps in the development of professional competencies within the trainees.
6	70%	15%	10%	05%	Maximum employers stated that practicum's related to the pre practice teaching are helpful for the development of teaching skill in teacher trainees.
7	70%	15%	10%	05%	85% Employers presented their views regarding practice lessons that numbers of lessons included in the present B.Ed. curriculum are sufficient to develop the techniques classroom management and teaching skills.
8	70%	30%	00%	00%	100% employers views regarding internship programme is that the duration and the activities are useful for the development of teachers competencies and skill of classroom management.
9	15%	10%	70%	05%	80% Employers stated that additional and innovative co-curricular and extra-curricular activities should be added in present B.Ed. curriculum.
10	90%	10%	00%	00%	90% Employers express their opinion that the evaluation system included in B.Ed. curriculum properly assesses the performance of teacher trainees.

NAAC Coordinator
Govt. College of Education,
Parbhani

Principal,
Govt. College of Education,
Parbhani

GOVT.COLLEGE OF EDUCATION, PARBHANI
Statement of Income and Expenditure (Last Five Years)



Government Of Maharashtra
Govt.College Of Education,
(CTE)
Parbhani

Web : getepbn.org.in

Email : getepbn@gmail.com

Office (02452)240015

Fax No.(02452)240817

Principal House (02452)240032

Date 22/11/2016

INCOME AND EXPENDITURE STATEMENT

Year	Budget-Allocation by State Govt.					
	Non -Plan			Plan		
	Income	Expenditure	Excess Deficit	Income	Expenditure	Excess Deficit
2011-12	1,05,05,000/-	1,05,05,000/-	-	4,10,000/-	4,09,043/-	+957/-
2012-13	90,15,852/-	1,15,15,211/-	-24,99,359/-	3,85,132/-	3,84,421/-	+711/-
2013-14	1,39,93,410/-	1,42,00,101/-	-2,06,691/-	2,40,000/-	2,40,000/-	-
2014-15	1,48,42,073/-	1,47,64,000/-	+78,073/-	1,50,000/-	1,32,345/-	+17,655/-
2015-16	1,46,04,400/-	1,25,38,241/-	+20,66,159/-	97,000/-	96,500/-	+500/-



Dr. Dhoot U. M.
Dr. Dhoot U. M.,
Principal,
Govt. College of Education,
Parbhani
Govt. College Of Education
Parbhani-431401

GOVT.COLLEGE OF EDUCATION, PARBHANI

Fees Structure for B.Ed. Admission 2015-16 (Regular Batch)
AS PER GOVT. FEES STRUCTURE

		For Open category	For Reserve category
1.	Tuition Fees :		
	First Year :	Rs. 9428.00	Rs. 3000.00
2.	(A) Other Fees :		
	1. Admission Fee :	Rs. 100.00	
	2. Library fee :	Rs. 1000.00	Rs. 1000.00
	3. Gymkhana fees :	Rs. 1000.00	Rs. 1000.00
	4. Laboratory fee :	Rs. 1000.00	Rs. 1000.00
	(B) Fees Paid to be University:		
	(Prescribed by University vide their Notification)		
	1. Eligibility Fees :	Rs. 110.00	
	2. Emergency Fees :	Rs. 10.00	
	3. Exam Fees :	Rs. 880.00	
	4. Insurance Fees :	Rs. 7.50.00	
	5. Other Fees :	Rs. 42.00	
	6. SWF Fees :	Rs. 40.00	
	7. Sports Fees :	Rs. 100.00	
	8. Ashwamedh Fees :	Rs. 30.00	
	Grand Total Of College fees :	Rs. 13747.50	Rs. 4219.50
		For Open category	For Reserve category
1.	Tuition Fees :		
	Second Year :	Rs. 10370.00	
2.	(A) Other Fees :		
	1. Admission Fee :	Rs. 100.00	
	2. Library fee :	Rs. 500.00	Rs. 500.00
	3. Gymkhana fees :	Rs. 500.00	Rs. 500.00
	4. Laboratory fee :	Rs. 500.00	Rs. 500.00
	(B) Fees Paid to be University:		
	(Prescribed by University vide their Notification)		
	1. Eligibility Fees :	Rs. 110.00	
	2. Emergency Fees :	Rs. 10.00	
	3. Exam Fees :	Rs. 880.00	
	4. Insurance Fees :	Rs. 7.50.00	
	5. Other Fees :	Rs. 42.00	
	6. SWF Fees :	Rs. 40.00	
	7. Sports Fees :	Rs. 100.00	
	8. Ashwamedh Fees :	Rs. 30.00	
	Grand Total Of College fees :	Rs. 13189.50	Rs. 2719.50

1 Fees to be paid by all students along with examination form Rs 825/- (Exam Fees 560 + Practical Fee 190 + Passing Certificate 75 = 825)

Principal,
Govt. College of Education,
Parbhani

GOVT.COLLEGE OF EDUCATION, PARBHANI**Income Statement for the year 2014-15 and 2015-16**

(Figure in lakh)

Sr. No.	Income	Year	Year
	GRANTS IN AID	2014-15	2015-16
1	Grants From State Govt.		
	1. Salary Grants (non plan)	143.38	142.80
	2. Grants for office Expenses (non plan)	5.04	3.24
	3. Plan Grants if any	1.50	0.97
2.	Income from PLA receipts (Including fees Grants , Scholarships and other deposits if any up to year 15-16)	6.84	21.32
	TOTAL INCOME	156.76	168.33

EXPENDITURE STATEMENT FOR THE YEAR 2014-15 AND 2015-16

(Figure in lakh)

Sr. No.	Expenditure	Year	Year
	From GRANTS IN AID	2014-15	2015-16
1	From State Govt. Grants		
	1. Expenditure on staff salary	143.29	122.10
	2. Office Expenses (non plan)	4.35	3.27
	3. Govt. Plan expenditure	1.32	0.96
2.	Expenditure from PLA a/c (Tuition Fees collected from students and reimbursed from scholarship credited to Govt. Treasury scholarship distributed amongst eligible students up to year 15-16)	15.52	18.30
	TOTAL EXPENDITURE	164.48	144.63

Principal,
Govt. College of Education,
Parbhani

GOVT.COLLEGE OF EDUCATION, PARBHANI

**The Cost Of Books And Equipment Purchased In Last 2 Years
(From 2014-15 and 2015-16)**

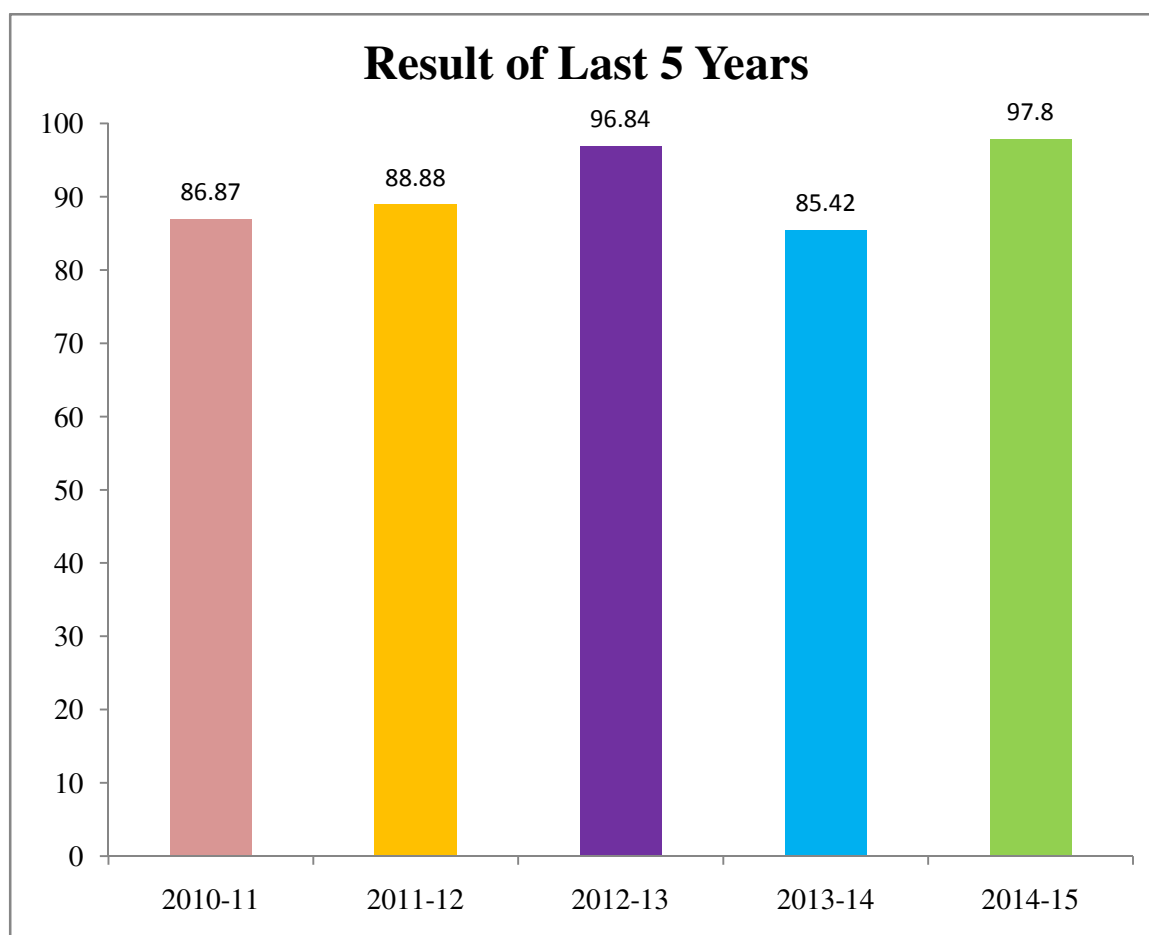
Source / Years	Particulars						
	Furniture	Lab Equipment (Psy & Sci)	Books / Ref. Books	Computers	Teaching Tools	Sports / Gym and Other Electrical Equipment	Total Cost
2014-15	00	38760	-	93585	-	-	132345
2015-16	20340	41670	23700	-	10790	-	96500

Principal,
Govt. College of Education,
Parbhani

GOVT.COLLEGE OF EDUCATION, PARBHANI

**The graph showing college result of B.Ed. during
2010-2015**

Year	Pass with distinction	First Class	Second Class	Percentage
2010-11	49	21	16	86.87%
2011-12	58	27	03	88.88%
2012-13	50	25	17	96.84%
2013-14	37	31	14	85.42%
2014-15	35	37	12	97.80%



Principal,
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Parbhani

Best Practice

Title:

To improve the woman empowerment

The context:

The institution has more than 50% female teacher trainees. The institution taking care of them 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 defense.

The institution has been formed the women redressal cell. Through this cell the institution solves female-students' problems and encourage them by arranging various activities like guest lectures on women empowerment, celebration of world women's day on 8th March etc. The institution makes efforts to make aware female-students about their needs, rights and freedom in the society.

The institution has 85% female teaching staff, thus we proud of the fact that institution involves in taking efforts for empowerment of women in the society.

Objectives:

- ❖ To create an awareness about human rights in female teacher trainees.
- ❖ To develop the personality and ensure sound physical and mental health of female teacher trainees.

The practices:

- ❖ Expert lectures are organized for female teacher trainees to make them aware about the importance of sound physical and mental health.
- ❖ Workshops are conducted to make them fearless.
- ❖ Drills and demonstrations are conducted to orient them on the importance of physical fitness and well being.
- ❖ The institution has a heterogenous group of female teacher trainees with varied educational and financial social, educational, background.
- ❖ The institution looks after the limitations and barriers due to family problems of female teacher trainees and to remove the major hurdles within the rules and regulation through counseling and educational help.
- ❖ The institution helps the married girl-students having baby / child by allotting them the nearest practice teaching schools to their house for practice lessons, internship etc.

Impact:

Teacher trainees become self-dependant, confident and make an appreciable progress in development of their own personality by giving the first priority to their education and well being.

Requisite resources:

To support women empowerment, human resources and moral support are provided by the institution.

Principal,
Govt. College of Education,
Parbhani

COLLEGE PHOTOGRAPHS



Principal,
Govt. College of Education,
Parbhani



सत्यमेव जयते
Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



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This is to certify that **KULDEEP P. PAWAR, LIBRARIAN**, of Government College of Education, Parbhani has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2015-2016.

(B N Tiwari)

Deputy Director General

Dated: 21/12/2016